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ABSTRACT

This Project Information Package (PIP) has been designed to provide teachers with the information needed to teach in the Discovery through Reading Project, originally developed by the Clarkston School District in Michigan. The Project uses a modified tutorial approach for second- and third-grade students who encounter reading difficulties in their regular classrooms. All of the information contained in the manual originated in the experience of the staff members who used the techniques and procedures for several years. The manual includes guidelines for organizing and implementing the project and is designed to be used as a reference handbook throughout the year. Chapters in the manual are: (1) Project Overview; (2) Roles and Relationships; (3) Laying the Groundwork for Instruction; (4) Getting Started; (5) Instruction; and (6) Training. (RS)

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TEACHER'S MANUAL

DISCOVERY THROUGH READING PROJECT

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TEACHER'S MANUAL

DISCOVERY THROUGH READING PROJECT

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PREPARED BY CEMREL, INC. 1976

REVISED BY PROGRAM DEVELOPER, 1979

ACKNOWLEDGEMENTS

CEMREL, Inc. gratefully acknowledges the assistance of the staff of the Discovery Through Reading Project in Clarkston, Michigan. They took much time and effort in providing the information needed to produce this Project Information Package.

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Project Consultant	Gordon N. Keller

This Project Information Package (PIP) was prepared under contract with the Office of Planning, Budgeting and Evaluation of the Office of Education, U.S. Department of Health, Education and Welfare. Points of view or opinions expressed do not necessarily represent Office of Education position or policy. Nor does the Office of Education specifically endorse the commercial materials or products described in the PIP. Commercial materials included or referenced in the PIP are those which were actually used by school personnel at the site that developed the project. The use of other materials is not precluded.

The PIP is designed to provide school districts with the information necessary to replicate the essential features of an exemplary project which meets their needs and capabilities. It has been prepared as an integrated package and is not intended for use except in its entirety. Implementation of the PIP guidelines at a specific site may or may not necessarily prove to be of significant educational value, and the Office of Education makes no representations in this regard.

Prepared by CEMREL, Inc.
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This copy is the result of a revision of the original PIP design prepared by Cemrel in 1975.

First revision: 1979

CHRONOLOGY OF EVENTS

1969-70 Identification of Local Needs

The Clarkston School District had long been aware that reading difficulties plagued their students from early to late school years. Title I support was seen as the logical means to study and implement change to make remediation efforts "pay off" in terms of student achievement. The Clarkston program, subsequently named Discovery Through Reading, was then initiated.

June, 1977
Developer / Demonstrator
project for the
National Diffusion Network

June, 1976
Designated demonstrator
project for the Michigan
Addoption Program

May, 1976
Received award from U.S.O.E.
Bureau of School Sytems for
outstanding education contribution

September, 1975
Chosen by CEMREL for
packaging and field testing

November, 1975
Validated by U.S.O.E. as
an exemplary program

August, 1973
Validated by Michigan State
Department of Education as an
outstanding program

September, 1970
Project began

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PREFACE

Project Information Packages (PIPs) have been developed by the U.S. Office of Education to help districts in adopting and implementing successful educational approaches in bilingual and compensatory education. The Discovery Through Reading Project was identified as exemplary in a search of compensatory education programs conducted by CEMREL, Inc. under a contract with the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education. It has been approved for dissemination by the Dissemination Review Panel of the Education Division of the Department of Health, Education and Welfare.

In the PIP, information is provided that will enable a school district to implement the Discovery Through Reading Project. This PIP includes a Project Director's Manual, and a Teacher's Manual. Throughout these manuals are documents based on the experiences at the developer site. These documents are intended to guide key individuals responsible for project implementation. In addition, the PIP contains a slide/tape presentation prepared to assist in communicating with parents, other school district personnel, and the general public.

INTRODUCTION

Using the Teacher's Manual

The Teacher's Manual is designed to provide teachers with the information needed to teach in the Discovery Through Reading Project. It was compiled with the assistance of the project director and project teachers at the developer site. All of the information contained in the manual originated in the experience of these staff who have used the techniques and procedures described here successfully for several years. It is the purpose of this manual, and of the other manuals and materials included in the PIP, to enable additional school districts to achieve the same successes as those achieved by the developers.

Included in this Teacher's Manual are guidelines for organizing and implementing the project. The manual is designed to be used as a reference handbook throughout the year. It is not designed to be read straight through; skipping around to sections that deal with topics presently of interest works well.

PROJECT OVERVIEW

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DESCRIPTION OF THE DISCOVERY THROUGH READING PROJECT

Discovery Through Reading is a project for second and third grade students who have had reading difficulties in their regular classrooms.

In the Discovery Through Reading Project, teachers work with two students at a time in 45 minute sessions scheduled twice a week at a location other than the student's regular classroom. Each full-time reading teacher is responsible for no more than 30 students.

The modified tutorial approach is a key element of Discovery Through Reading Project. Working with only two students at a time, teachers can determine the kinds of reading problems each student has and then use appropriate commercially developed instructional materials and equipment to correct those difficulties.

During each session the teacher's time is divided evenly between the two students. For the first half of the session while the teacher works directly with one student, the other student works independently. In the second half of the session, the reverse happens.

A key organizational feature of instruction is a "task sheet" which lists approximately six specific activities to be completed by a student during each session. The task sheet acts as an agenda for each session's work and helps guide teachers as they decide what tasks are within the capabilities of students to do next.

An important aspect of the Discovery Through Reading Project is the way in which teachers interact with students. Teachers are trained to develop a style that offer students a psychologically safe environment. This is done in two ways. First, each student competes only with him or herself and does not have his or her progress compared with the achievement of others. Second, performance and achievement is reinforced with concrete rewards such as charting or graphing of progress or small treats of various kinds. The ultimate goal of reinforcement is for students to view their accomplishments in reading as a sufficient reward in itself.

Finally, the Discovery Through Reading Project does not require teachers specially prepared in reading. One assumption of the project is that with appropriate training at the start-up workshop reinforced by on going in-service, certified elementary school teachers with no specialization in reading can be trained to successfully implement the project. It is important to note here that this project has been implemented in other districts with paraprofessionals or aides doing the instruction. This is not recommended unless the aides are monitored and supervised by certified personnel.

Project Goals

The Discovery Through Reading Project has two specific goals:

- to increase the word recognition skills of participating students;
- to increase the ability of students to comprehend ideas through reading and listening;

Project Features

- teachers work with two students at a time;
- each student receives 45 minutes of instruction twice a week, usually for a full year;
- sessions are held in locations other than student's regular classroom;
- each full-time teacher is responsible for no more than 30 students;
- diagnostic instruments are used to determine the nature of a student's reading problems;
- a variety of commercially available materials and equipment are used for instruction;
- each session is divided into two equal blocks of time. Students alternate independent work with teacher assisted activities;
- instruction is organized around performance of activities listed on each student's "task sheet;"
- positive reinforcement is used to acknowledge performance and achievement;
- students compete against their own previously set of accomplishments rather than with one another;
- certified teachers with no prior specialization in reading can implement the project.

Students

Second grade students are selected to participate in the project through a system of testing and teacher referrals. If space is limited, non-readers are given preference. Once a student is selected to participate in the project, he or she normally receives instruction for the entire school year. Third grade students in the project are students who have been in the project for a year, but who continue to need additional assistance. Fourth graders in the program may be continuing, or be students new to the school.

Staff

The Discovery Through Reading Project requires a part-time director, teachers and a secretary.

Instruction

Before instruction begins, teachers use a number of diagnostic instruments to pinpoint a student's reading deficiencies. Teachers then plan instruction which remediates these deficiencies using a variety of commercially available materials.

Teachers work with two students at a time twice a week for two 45 minute sessions. At all sessions, a teacher's time is divided equally between students. Students are expected to complete 5-6 tasks at each session. Positive reinforcement is used to acknowledge performance and achievement; however students complete only with their prior achievements rather than with one another.

Physical Setting

Any space which accommodates two tables, three chairs, and in which some storage space is availabe can become a Discovery classroom. Such space could be a "dead-end" hall area that could be blocked off, a space shared with other school services (e.g., health, library), or a small room. A classroom large enough for 30 children could be partitioned to form 2 or 3 Discovery classrooms.

CONTEXT AND HISTORY OF THE PROJECT

The Discovery Through Reading Project began in Clarkston, Michigan. Clarkston is located 10 miles north of Pontiac in a rural setting on the fringe of the expanding suburban population of Detroit. Many of the residents from the Clarkston area work at the auto assembly plants in nearby Pontiac.

The Clarkston Community School District enrolls approximately 7,000 students in five elementary, two junior high schools, and a senior high school.

The Discovery Through Reading Project, with Title 1 support, started in 1970. Aware of the difficulties students were having in reading, district administrators saw the project as a way to make remediation efforts pay off in terms of student achievement.

From the start, the Discovery Through Reading Project was guided by an idea that learning problems should be alleviated at the earliest practical time. Original staff worked with three third grade students for two 50 minute sessions a week. Incorporating suggestions made by teachers and by members of the Parent Advisory Committee, the project was soon changed to its present structure of two 45 minute sessions with two second grade students.

EVIDENCE OF EFFECTIVENESS

Effectiveness was the primary criteria for selecting the Discovery Through Reading Project for packaging. Along with hundreds of other projects, Discovery Through Reading was included in a screening to find those that a) served the target population; b) were suitable for dissemination, and c) had evaluations of student achievement gains which were technically sound or had data available which could be reanalyzed in a technically sound manner. This project was one of six compensatory education projects which met each of selection criteria.

In the process of selection, the project evaluation procedures were subjected to careful scrutiny. Evaluation data from four school years was examined to determine whether convincing results were a consistent feature of the project. Raw scores provided by the developer site to CEMREL staff were used for the reanalysis. The consistency and magnitude of the gains of project students provided convincing evidence of project effectiveness.

ORGANIZATION

Serving approximately 150 students, the Discovery Through Reading Project is administered by a project director working part-time. Four full-time and two half-time teachers. Part-time secretarial assistance are also needed.

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Each teacher works with two students at a time for 45 minutes two times a week. A full-time teacher would see 30 different students each week, while a part-time teacher would work with 15.

Classrooms for reading instruction are located in the schools they serve. Typically, students participate in the project for a full year, although some second grade students who continue to have difficulty in reading do remain in the project as third graders.

Project organization may be handled in several ways. At the developer site teachers were responsible only to the project director. The project director was part of the district administrative staff and as such was responsible directly to the superintendent of schools.

The project director should keep in mind that the Discovery Through Reading Project was selected on the basis of effectiveness based on the criteria stated in the preceding section. Therefore, extensive alterations in size of the project, may seriously affect management, communication among staff, and the ultimate outcomes for students.

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ROLES AND DUTIES

Reading Teachers

Reading teachers work under the direction of the project director. In general, teachers are responsible for all aspects of instruction. Specific responsibilities include:

- providing instruction based on a diagnosis of a students reading difficulties;
- giving and interpreting diagnostic, placement, and achievement measures;
- preparing progress reports;
- attending and participating in staff development sessions;
- communicating with a child's parents and with regular classroom teachers.

Substitutes

From time to time substitute teachers will be needed. The substitutes selected for the Discovery Through Reading Project are carefully chosen and trained to be an effective participant in the project. Specific responsibilities of substitutes include:

- participating in the 2 day training session
- providing appropriate instruction in the absence of the reading teacher.

RELATIONSHIPS AMONG PROJECT STAFF

As in most projects, the success of the Discovery Through Reading Project is strongly influenced by the quality of working relationships among project staff and by the level of staff morale. Staff morale is an intangible, yet essential feature of good project opertation. Some of the kinds of behaviors and relationships which lead to good working relationships among staff are summarized here.

Teachers

Communication among teachers is established and maintained during short meetings held once a week either before or after school. These meetings, called "trouble-shooting sessions" last no more than an hour. They continue to be helf for as long as teachers feel they are needed. During these meetings teachers have an opportunity to share experiences and offer solutions to problems which are of immediate concern. Teachers can learn much from one another through sharing successes, failures, and mutual concerns.

Teachers and the Project Director

While all of inter-staff relationships are important, the relationship between teachers and project director is crucial. Teachers must feel comfortable encough with the project director to admit their problems and confident encough in the skills of the director to be willing to seek his or her advice.

Teachers have formal opportunities to communicate with the project director during weekly trouble-shooting sessions and at monthly in-service meetings. The project director and teachers also have an opportunity to meet individually and informally, whenever the director visits a teacher's class. These visits, if approached in a spirit of mutual support, can do much to cement a good working relationship between teachers and the director.

Teachers and Substitutes

One unique feature of the Discovery Through Reading Project is the support provided by a trained group of substitutes who are ready to continue instruction in the teachers' absence. For instruction in the teachers' absence to take place as efficiently as possible, teachers must cooperate with substitutes by making sure that each student's folder of materials is up-to-date. Valuable instructional time will be lost if the substitute is forced to work without up-to-date information.

RELATIONSHIPS WITH NON-PROJECT PERSONNEL

The project is dependent from its conception on the support of a variety of individuals. At the outset, both school district personnel and parents need to be aware of the need for additional instruction in reading, and of the way in which the Discovery Through Reading Project intends to deliver that help.

Initial support from all groups who are affected by the project is crucial to successful and efficient development. After the project is underway and as it continues, school district personnel and parents need to be informed about project activities and outcomes if their support and involvement in the project is to continue. Thus, communication among project staff, other school staff, parents is an ongoing and continuous process and is crucial both to successful start-up and to successful long-term implementation.

Project Teachers and Principals

The Discovery Through Reading Project can operate undera variety of organizational plans. At the developer site teachers were responsible directly to the project director. However, nothing about the project precludes an organizational plan which makes teachers responsible to their building principals.

When teachers are supervised by building principals, their responsibilities are much the same as those of other teachers in the building. Thus, teachers must follow procedures set down by their principal as well as project specific procedures set down by the project director. The project director takes care to coordinate project activities and decisions with the rest of the district program through involving the principals early in the project planning and start-up phases. Teachers then should find little difficulty in following both sets of guidelines.

When teachers are supervised directly by the project director, teachers must exercise special care to avoid being seen by building principals as occupying a privileged position. To a large extent this view of teachers may be averted if teachers are careful about not taking advantage of their unique position. For example, gestures such as arriving and leaving school at times required of other teachers, attending building staff meetings, or to the extent possible, sharing in building work details go far in establishing reading teachers as participating members of the school staff.

Under either organizational plan, teachers should take advantage of opportunities to communicate with principals on a formal basis. Project specific communications of a more formalized nature generally take place during meetings to which principals are invited or during special meetings called by the principal for project teachers. Building principals are also invited to attend workshops wherein teachers and principals may share information and concerns.

Project Teachers and Non-Project Teachers

Project teachers cooperate closely with the classroom teachers in developing a reading program which best meets the needs of the students and in scheduling that instruction at times which do not disrupt the teacher's own classroom schedule. The classroom teachers provide information on the student's performance through their own observations and receive information and some materials from the project teacher which can be incorporated into regular classroom activities. While formal meetings could be arranged to exchange the necessary information about the students' progress, casual encounters, in the teacher's lounge or in the hall, serve as well. The essential thing is to keep classroom teachers informed about the progress being made by students in their classes.

Project Teachers and Parents

The objective of the parent and community involvement component of the project is to involve a greater number of parents, community learders, teachers, and students in the mainstream of school/community activities. The involvement of parents and members of the community fortifies the project and makes the entire educational process a home-school-community responsibility.

Each year teachers, along with building principals and the project director, invite parents to an orientation coffee in the fall and to an open house in November. Individual parent-teacher conferences are arranged at those times or whenever else deemed advisable. At the end of each semester, parents receive a report card describing the progress their child is making in reading.

Throughout the year parents are asked to become involved in instruction by coaching the child at home in word building skills and by listening to the child read library books brough home.

LAYING THE GROUNDWORK FOR INSTRUCTION

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INSTRUCTIONAL MATERIALS

The materials chosen to accomplish the objectives of the Discovery Through Reading Project are universally used by all participating teachers. The materials serve as the basis for the "tasks" which are assigned students for completion during each session. The materials prescribed for each student are based on the results of individual diagnostic testing as well as teacher observation.

Since the materials are basically task oriented and the teacher must show the student how to use them, it is appropriate to incorporate a procedure for use along with the description of materials. Because procedures and materials are so interwoven, the procedures discussed in this chapter should be read again after reading Chapter 5, Instruction.

The Discovery Through Reading Project uses a prescribed set of commercially developed materials. A detailed list of materials used for instruction are provided on the list which follows. On the list, the name of each item used in the project is included in the left column (called "instructional materials"). The marginal heading provides the name of the material used. If the material used is a series or part of a series the specific items included are listed in an indentation.

On the line immediately below the name of each item or series, the publisher or source of that material is given. An alphabetical list of addresses for these sources is given at the end of this chapter.

The two center columns labeled "materials use" indicate how materials are used in the Discovery Through Reading Project.

Some of the materials are to be used as independent tasks completed by the student working by himself; others are to be used as instructional or dependent tasks with student and teacher working together; and some, may be used as independent or dependent tasks.

The comments column of the materials list discusses how materials are used, and the kinds of skills items each is designed to strengthen.

For a better understanding of how materials are used by the project teachers, principal items given on the list of materials are discussed in more detail.

Mott Basic Language Skills Program (Dependent Task)

The Mott materials present an ungraded system of teaching reading skills providing basic instruction for students regardless of age or grade.

The teacher should begin with Book 300A as soon as possible, orally introducing a page at a time. After mastering the sample words, the student should practice on the accompanying phrases and sentences, reading enough of them aloud to indicate proficiency. It is important to keep in mind that since all skills are reinforced in every lesson in this book, a skill need not be perfected before moving on. A student requiring more practice in a particular skill may be given appropriate sections of the five parallel "Semi-Programmed Series" (Book 1300-Book 1304). Students who cannot progress well without kinesthetic reinforcement are also given 1301-1302 semi-programmed materials.

Mott Book 1300 teaches left to right, top to bottom eye improvement, eye-hand coordination, visual discrimination (crude to fine), printing letters, learning the alphabet. Mott Book 1301 teaches symbol and sound association, and builds visual and auditory discrimination and memory.

Mott Book 1302 introduces reading with short vowel phonemes. It builds from thought units (sentence fragments) to complete sentences; drills using multi-sense work and concentration on fine discrimination of medial vowels and final consonants are also included.

Books 1303 and 1304 work on specific vowel and consonant sounds and word blends.

Ann Arbor Tracking Program (Independent Task)

Symbol Discrimination and Letter Tracking exercises are designed to improve visual discrimination. Symbol Tracking is used only with those students who do not yet know the alphabet, moving them as soon as possible into Letter Tracking booklet, which may then be assigned as an independent task. Teachers should discuss with the student the ultimate goal of the task which is to successfully finish the exercise in one minute. Some children may take up to a few months to achieve this goal. Students are shown how to use the stopwatch themselves, and older students may in time even be able to read and record the final time without assistance.

The teacher should bear in mind there is no competition with others. Each student strives only to break his/her own time record which is charted on a graph in the middle of the books.

List of Instructional Materials

Instructional Materials	*Materials Use*		*Comments*
	Student Works Independently	*Student Works With Teacher*	
Mott Basic Language Skills Programs - Allied Education Council			
Semi-programmed Series			
Book 1300, A Head Start for Reading		*X*	*A Head Start for Reading develops skills in top to bottom progression, left to right eye and hand movement, and practice in letter discrimination.*
Book 1301		*X*	
Book 1302		*X*	
Book 1303		*X*	
Book 1304		*X*	*Series provides an ungraded system of teaching reading skills; provides basic instruction for students regardless of age or grade; includes skills normally taught in grades 1,2 and 3; series arranged in ascending level of difficulty.*
Classroom Series			
Book 300A		*X*	
Book 300B		*X*	
Ann Arbor Tracking Programs- Ann Arbor Publishers			
Symbol Discrimination and Sequencing	*X*		*Requires "holding in mind" a model of either symbols, letters, or numbers and locating them in sequence from look-alike foils*
Letter Tracking	*X*		*Develops skills in visual discrimination, left to right direction, and following a line of print.*

	Materials Use		
Instructional Materials	Student Works Independently	Student Works With Teacher	Comments
Sullivan Reading Readiness Series Behavioral Research Laboratories			Letter recognition and sound-symbol association
Textbook A		X	Must be used with teacher's edition
Textbook B	X		
Textbook C	X		
Textbook D	X		
The Sullivan Reading Program, Series 1 - Behavioral Research Laboratories			Sound-symbol recognition.
Textbook 1	X		
Textbook 2	X		
Textbook 3	X		
Textbook 4	X		
Sullivan Comprehension Readers - Behavioral Research Lab.			Vocabulary in readers coordinated with textbooks in Sullivan Reading Program, Series 1.
Reader 1-1 A Man in a Pit	X		
Reader 1-2 A Fox on a Box	X		
Reader 1-3 A Man Can Dig	X		
Reader 1-4 Jim,Jan, and Sam	X		
Reader 2-1 The Sun in the Sky	X		
Reader 2-2 We Can Wish	X		
Reader 2-3 Hank and Pal	X		
Reader 2-4 Beth,Dan, & the Dust	X		
Reader 3-1 Drip,Drip, Plop	X		
Reader 3-2 Pins, Pans, & Mats	X		
Reader 3-3 In Big Bend	X		
Reader 3-4 In The Grass	X		
Reader 4-1 A Raft to Drift On	X		
Reader 4-2 In the Spring			
Reader 4-3 In the Dark			
Reader 4-4 A Ship in a Storm			

Instructional Materials	Materials Use		Comments
	Student Works Independently	Student Works With Teacher	
The New Specific Skills Series - Barnell Loft			*Each booklet concerned with development of one reading skill on one reading level.*
Working with Sounds, Levels 1-8 (Booklets A,B,C,D,E,F, & G)	X	X	
Following Directions, Levels 1-8 (Booklets A,B,C,D,E,F,&G)	X	X	
Using the Context, Levels 1-8 (Booklets A,B,C,D,E,F,&G)	X	X	
Locating the Answer, Levels 1-8 (Booklets A,B,C,D,E,F,&G)	X	X	
Getting the Facts, Levels 1-8 (Booklets A,B,C,D,E,F,&G)	X	X	
Getting the Main Idea, Levels 1-8 (Booklets A,B,C,D,E,F, &G)	X	X	
Drawing Conclusions, Levels 1-8 (Booklets A,B,C,D,E,F,&G)	X	X	
Detecting the Sequence, Levels 1-8 (Booklets A,B,C,D,E,F,&G)			
Dolch Basic Sight Words - Garrard Publishing Co.		X	*List of 220 sight words*
Programmed Reading for Adults - McGraw Hill			
Book 2: The Sounds of Letters		X	*Must be used with accompanying Teacher's Edition.*
New Practice Readers - McGraw Hill			
Book A		X	*Used to develop comprehension skills*

Instructional Materials	Materials Use		Comments
	Student Works Independently	Student Works With Teacher	
Reading Laboratory Series - Science Research Associates			
Reading Laboratory Kit 1b (1973 edition)	X	X	*Used to develop skills in speed and concentration.*
Word Comprehension and Paragraph Exercises, Series C -Behavioral Research Laboratories	X	X	*Used in conjunction with Sullivan Reading Program.*
The Fitzhugh PLUS Program - Allied Education Council	X		*Supplementary as needed for development of perceptial skills.*
Variety of "Fun-reading" Books/Games- *Little Brown Bear Learning Associates* *Addison-Wesley Publishing Co* *Modern Curriculum Press* *Garrad* *Educational Publishers*	X		*Each project classroom should have a library of this size. Books are designed to require minimal reading skills while maintaining high student interest. The sources listed are two publishers which have supplied materials to the developer site.*

An example of a graph used for charting student progress is on the following page.

Appropriate notice is made of any broken records, normally by the reward of a large gold star. Tracking provides an excellent attention and/or reward task.

Sullivan Reading Program (Independent Task)

The Sullivan Reading Program includes the Reading Readiness Series, the Reading Program and comprehension readers. Students who are non-readers begin with the Readiness Series. By using this series students learn to recognize letters and the sounds they represent and then to associate sound-symbols with words. As soon as possible, students move to the Reading Program Series. This series is designed to develop recognition of vowel sounds such as the differences in similar words such as "pin," "pan," and to develop the ability to discriminate between medial and final sounds. The texts are programmed; they are linguistically structured to present systematic development of sounds and word recognition. Since Sullivan materials are independent tasks, the level of difficulty and the required number of pages should be within the ability of the students. Before beginning, the student reads aloud to the teacher the "new" words in the grey box at the top of the page. Students check their own work as they go along correcting items before continuing. There are four tests in each book: the teacher notes the student's achievement in the front of the booklet. Again the student is only in competition with him/herself.

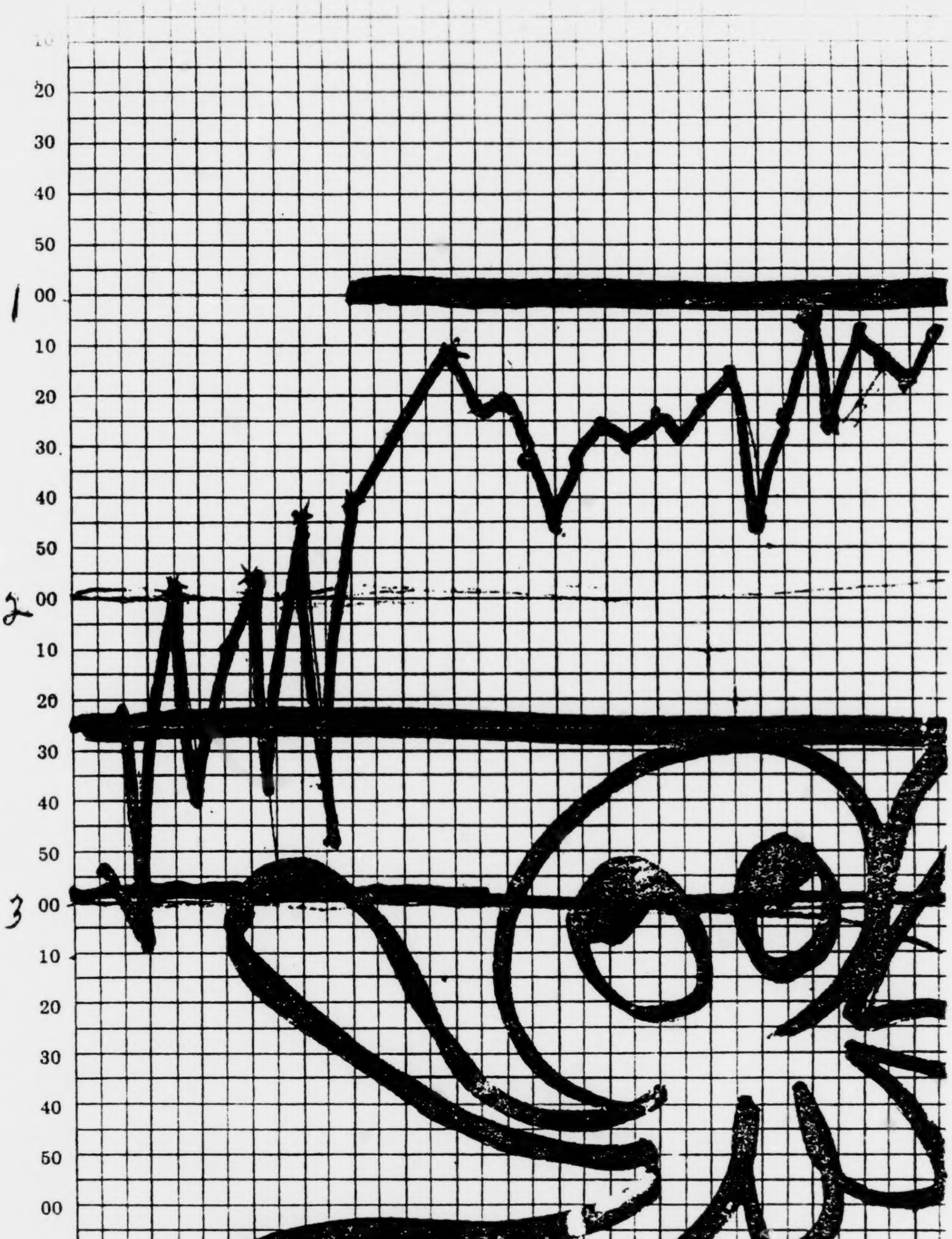
Sullivan comprehension readers are used to augment and reinforce concepts presented in the programmed texts and may or may not be used as supplimental materials.

Loft Specific Skills Series (Independent or Dependent Task)

The Loft series develops eight crucial reading skills on seven basic reading levels. These skills are: getting the main idea, using the context, getting the facts, drawing conclusions, working with sounds, following directions, locating the answer, and detecting the sequence. Each book is concerned with developing one reading skill on one level. The Loft series becomes an increasingly important part of the Discovery Project as soon as students have attained basic decoding skills.

The Dolch Basic Sight Word List

The Dolch Basic Sight Word List is a list of two hundred and twenty basic words, divided into five levels: pre-primer, primer, first grade, second grade and third grade. A student who knows up to seventy-five of these words is said to be reading on a pre-primer level, one hundred and twenty words, on a primer level, one hundred and seventy words on a first grade level and two hundred and ten on a second grade level. By the end of third grade, the student should know all two hundred and twenty basic sight words on the Dolch list.

10
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In the project, teachers point to a word on the list asking a student to identify it. Teachers usually begin the year by having a student read the first 10 words on the pre-primer list. A word that is recognized is ignored; a missed word is printed on a 5" X 8" card and kept in the student's folder. A group of cards, representing missed words, is studied and put in the tachistoscope for timed practice on recognition.

SRA Reading Laboratory Series
(Independent or Dependent Task)

These materials are used to develop comprehension skills and to increase student's ability to read more quickly. Students chart their own progress as they work through the materials.

Word Comprehension and Paragraph Exercises,
Series C (Independent or Dependent Task)

The teacher introduces this task when the student has completed tasks at primer levels of achievement. This material reinforces the Sullivan series, provides a source of new words for learning, and is used as time/rate builders. There are two ways to use this book:

- The teacher may tell the student that he or she is going to be timed to see how many questions can be answered in three or five minutes. The questions have multiple choice answers. Then, the teacher listens to the student read orally, circling his or her right answer. Indicate the stopping point at the end of the time and begin there next time.

- The teacher may tell the student to do ten items and note the time of completion. In these ways, the student can observe the time he or she takes to complete a more lengthy task.

EQUIPMENT

Teachers in the Discovery Through Reading Project require only two pieces of equipment--a tachistoscope and a stopwatch.

The tachistoscope is used to help build a student's sight vocabulary. Words taken from the Dolch Word List and from other material used during a session are presented on 5" X 8" cards. Cards are put into the tachistoscope and exposed for one second.

Teachers acknowledge each correct word and help students with words which are not recognized or incorrectly identified. Correctly identified words are placed in an "OK pile" providing a student visual evidence of progress.

The stopwatch is used by students to time tracking exercises.

SUPPLIES

A list of supplies provided for each classroom follows. The list also specifies how supplies are used by teachers for instruction.

STAFF DEVELOPMENT

Staff development is a vital part of the Discovery Through Reading Project. It serves several important purposes. For teachers, staff development serves as an introduction to the essential features of the project, as a way for developing the specific instructional skills needed to perform effectively in the project, and as a continuing source of professional development.

Staff development is made up of several parts:

- start-up workshop
- in-service workshop
- trouble-shooting sessions
- classroom assistance throughout the year.

Start-Up Workshop

The start-up workshop occurs sometime before the beginning of school. At least five half days are needed to acquaint teachers and substitutes with the project essentials and to provide ample practice in using the materials and instructional techniques which characterize the Discovery Project.

Start-up training includes an orientation to the project, individual study of this Teacher's Manual, the instructional materials used in the project, and the diagnostic instruments used for early assessment. In addition the workshop includes considerable practice in the use of materials and tests and in the instructional procedures which are necessary to implement and the project.

List of Supplies

Supplies	Use
Small gummed stars (assorted colors)	Reward for each task completed.
Large gummed stars	Reward for completion of special task.
Small pieces of candy (m&m, jots, etc.)	One receivedfor each small star given.
Larger pieces of candy (gum, lolly pop, etc.)	Exchange for large gummed star.
Small gifts (trinkets, games, puzzles, etc.(for Treasure Chest	Reward for reading five library books or other agreed upon achievement.
Large cardboard box	Called "Treasure Box"; used to hold small gifts.
4 assorted small containers with lids	Used to hold stars & candy. At developer site teachers frequently used plastic margarine tubs or plastic freezer containers.
Pencils, pens, felt-tip markers	Pencils are supplied for use by students while at reading classroom. Felt-tip pens are used for printing vocabulary words to be used with tachistoscope.
Paper clips, rubber bands	To hold pack of sight words togethe
Stapler and staples	To keep task sheets together
Manila folders (1 per student)	To store each students materials.
5" x 8" index cards (about 50 cards per student)	For vocabulary sight words.
Construction paper, thumb tacks, scissors, paste, tape	For making bulletin boards
Spirit masters and paper	For duplicating task sheets.
Large envelopes	For carrying home library books & word list each day.

In-service Workshops

In-service is the continuation of professional development after school begins In-service allows teachers to discuss problems encountered during the operation of the project and to consider possible solutions. Consultants and reading specialists skilled in diagnostic procedures are used whenever appropriate as a part of in-service workshops.

In-service meetings are held once a month. Each meeting lasts a half day. Meetings are scheduled at a regular time, for example the morning of the first Monday of the month, to allow teachers to arrange their schedules accordingly. Substitutes are also invited to attend in-service meetings and receive a stipend.

Troubleshooting Sessions

Troubleshooting sessions are short meetings held once a week. Lasting no more than an hour, these meetings are provided to discuss and to resolve problems which require immediate attention. After the project has been operating for a few months these sessions will then be held only as needed.

Classroom Assistance Throughout the Year

Teachers should feel free to call upon the project director for assistance or advice at any time. During the first year the project director will visit reading classrooms quite regularly. These visits may be brief "How are things going" visits or they may include classroom observation, discussion, or assistance in working with in individual students.

GETTING STARTED

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SELECTING STUDENTS

The Discovery Through Reading Project is designed to help elementary grade students who are not achieving well in reading. The project is not designed for special education students since it requires that participants be capable of moving through instructional activities fairly independently.

The methods used for student selection are closely related to the project's evaluation design. The specific design to be used will be outlined at the start-up workshop by the project director or the evaluator. At that time the procedures for selecting students will be explained.

The methods used at the developer site illustrate a procedure for student selection based on a combination of referrals by classroom teachers and performance testing. For example, at the end of each year, all first grade students are tested using the achievement tests which accompany the Basal Reading Series adopted by the district. Lists of students who are not reading at acceptable levels are then given to the project teachers.

At the start of the first week of school, each project teacher meets with classroom teachers to revise the list. Students who are no longer in the district are removed, records of students who recently entered the district are examined, and teachers are asked whether they would like to add any other students to the referral list.

Once the list is revised, the project teachers individually test each child who has been referred. Testing is done in the room used for reading instruction and is completed as soon as possible. Teachers are trained to administer, score, and interpret tests during start-up and in-service training. During the testing, the director observes each teacher during at least one testing session.

For the first three years of the project the Botel Word Recognition Test (Form B) was used for selection . The Botel Word Recognition Test, published by Follett Publishing Company, is an informal test of word reading based on word lists culled from samples of reading materials spanning eight reading levels. Scores on the test place a child at a reading level which could range from pre-primary to grade four. Based on the scores made on the Botel Word Recognition Test, students are ranked from highest to lowest. The students selected to participate in the project are the ones who ranked lowest. Almost all second grade students selected were non-readers at the outset of the project.

Once a student is selected to participate in the project, he or she would normally receive instruction for the entire school year. However, if in the opinion of the reading teacher and the regular classroom teacher, a child has made exceptional progress, he or she might be returned to the regular classroom before the year ends.

The third grade students in the project are students who had been in the project as second graders, and who, in the opinion of teachers, need continued assistance, or students new to the school based on educational need. If this program is to be implemented in all grade levels, selection would be done in the same manner.

SCHEDULING

Before instruction begins scheduling arrangements must be made with classroom teachers for enrolling students in reading classes.

In scheduling instruction, several things are important to consider:

- Each full-time teacher works with 30 students. Half-time teachers serve 15 students.
- Each student receives 45 minutes of instruction twice a week, preferably, periods are scheduled on successive days.
- Five minutes is scheduled between sessions.
- Sessions are arranged so that a classroom teacher's regular schedule is disrupted as little as possible. Reading teachers go to a student's classroom at scheduled times to pick up students so that neither students nor regular classroom teachers are burdened with remembering project schedules.
- On forty-five minute period each week is scheduled for planning. This may be scheduled, as convenient, at any time during the day.
- Plans for make-up sessions should be discussed. Make up is necessary if a teacher or student is absent on the day instruction or when regular in-service meetings are scheduled for project teachers.

DIAGNOSTIC TESTING

The second and third weeks after school opens are used for diagnostic testing. Reading teachers are responsible for individually testing each student. All testing is done in the room in which instruction will take place. Teachers are trained to give a number of diagnostic instruments during the start-up workshop. Administration of other, more detailed measures, is done by project director.

The Diagnostic and Placement Process

The initial diagnostic process may require several weeks since material is new. It is considered one of the keys to project success and is designed to identify:

- the specific skills on which each student needs to work
- the instruction most suited to the needs of each student.

Most of the diagnostic tests used at the beginning of the year can be administered easily and are sufficient to determine a starting point for instruction. The key to the use of such test results is teacher observation and subsequent recording of student responses and error patterns. Placement in the various materials depends upon these test results.

Of course tests by themselves are not perfect indicators of skill deficiencies. An important part of the diagnostic process is the judgement of the teachers. By closely observing students the teacher will be able to augment the value of information obtained by testing. Teachers can also use this time to get acquainted with his or her students thereby developing an initial rapport that will enhance instruction later.

Diagnostic Tests[1]

The following tests are given by the reading teacher at the beginning of the year:

- Mott Placement Guide
- Placement Examination for the Sullivan Reading Readiness Program
- Botel Reading Inventory: Word Recognition Test
- Diagnostic Checklist

The Mott Placement Guide and the Placement Examination for the Sullivan Reading Readiness Program are used to place a student at an appropriate level within the Mott or Sullivan materials, respectively. The Botel Reading Inventory: Word Recognition Test gives teachers an indication of the level at which a student is reading. Finally, the Diagnostic Checklist is an instrument at the developer site and used by teachers to observe a broad range of phonetic skills. It is used at the beginning of the year as well as throughout the year to give teachers an indication of a student's strenghts and deficiencies.

Additional diagnostic testing may also be done by the project director. The project director is skilled in using a number of instruments which require training to administer. If a teacher feels that additional testing is needed, the project director should be called on to do that testing. As in-service sessions throughout the year teachers will be introduced to and have an opportunity to use a number of other diagnostic measures so that by the second year of the project, reading teachers will be responsible for almost all diagnostic testing.

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[1] The tests described in this section are used at the developer site. The use of other instruments serving the same purpose is not precluded.

A complete list of all diagnostic and placement measures used in the project is given on the chart which follows. Included are instruments given by the teacher at the beginning of the year, those given by the teacher throughout the year, and some special purpose instruments administered by the project director during the first year.

Prescription

After diagnosis is complete, teachers are then able to prescribe instructional materials which are appropriate for each student. Following are two Reading Skills Instructional Guides which specify how diagnosis is tied to prescriptions for instruction. The charts specify the reading skills to be obtained, the methods used to determine proficiency, and the materials recommened for developing specific skills or categories of skills.

ASSEMBLING STUDENT FOLDERS

Before instruction begins, the teacher gathers a number of items and assembles them in manila folders bearing each student's name. The folders are essential parts of the Discovery Through Reading Project. They serve to organize the instruction in each session and to provide teachers and students with an up-to-date record of progress being made. Each folder includes the following:

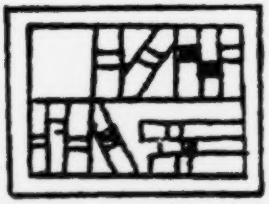
- Task sheet
- Dolch Word List
- Score sheets from diagnostic instruments taken
- Diagnostic Checklist
- Student workbooks added as needed

Notations for all instructional materials prescribed for a student are made by the teacher on task sheet to indicate the point at which instruction will begin. An example of a task sheet with notations made for beginning instruction follows. Detailed information for using the task sheet once instruction begins is in Chapter 5, Instruction.

PRETESTING FOR PROJECT EVALUATION

Some time during the second or third week of school, tests which will be used to evaluate the effectiveness of the project will be given. The tests to be used and the way in which they are to be given will be discussed by the project evaluator at the start-up workshop. If teachers are to administer pretests, training will be provided during the workshops.

Daily Accomplishment Sheet



____
NAME

CONTACT TIME							
WORD LIST							
SRA LOFT ___ ___	★ orange			★ H Olive 14			
SERIES "C"	★ 100%						
MOTT 300A	★ p.80	Repeat ★ p.80	Review Short ★ Vowels	★ p.81			
"T" SCOPE							
TRACKING	★	★ Finished Book	★	★			
MOTT 1302							
SRA/LOFT ___							
BRL # 3	33 Took Home	★ p.33	★ took home	★ test			
HOMEWORK BOOK							

List of Instruments

	Purpose		
Instrument	*Diagnosis*	*Placement*	*Comments*
Mott Placement Guide - Allied Education Council		*X*	*Informal device for locating beginning level in Mott Semi-programmed Series or Mott Classroom Series*
Placement Examination for the Sullivan Reading Readiness Series - Behavioral Research Laboratories		*X*	
Placement Examination for the Sullivan Reading Program - Behavioral Research Laboratories		*X*	*Use first year of implementation only*
Botel Reading Inventory: Word Recognition Test - Follett Publishing Company	*X*		*Used to determine a beginning level for sight vocabulary work and to demonstrate a need for reading improvement.*
*Diagnostic Checklist **	*X*		*Produced by developer site for informal assessment of students' reading level*
Doren Diagnostic Reading Test - 1973 Edition. American Guidance Service.	*X*		*On-going diagnostic test; accompanying guide used to locate corrective instruction needed.*
Jordan Auditory Screening Test - (included as part of the book Dyslexia in the Classroom). - Merrill	*X*		*Use is optional as needed; to be given by a staff member trained in test administra*

**A copy of the Diagnostic Checklist,*

List of Instruments

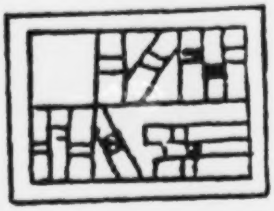
Instrument	Purpose		Comments
	Diagnosis	Placement	
Psychoeducational Inventory of Basic Learning Abilities - Consulting Psychologists Press	X		Use is optional as needed; to be given by staff member trained in test administratio
Woodcock Reading Mastery Test - American Guidance Service	X		Use is optional as needed; to be given by staff member trained in test administratio
Peabody Picture Vocabulary Test - American Guidance Service	X		Test of verbal intelligence; use is option as needed; to be given by a staff member trained in test administration.
Memory-lor-Designs Test - Psychological Test Specialists	X		Drawing test of perceptual-motor coordinat use is optional as needed; to be given by staff member trained in test administratio

Reading Skills	Method of Diagnosis	Prescription
I. Vocabulary:		
A. Word Recognition	Observation	Head-Start-Tracking
1. Interest in words.	Mott Placement	
2. Knows names of letters		
3. Can match capital and small letters.	Doren Diagnostic	Headstart
B. Word Meaning	Observation	
1. Speaking vocabulary adequate to convey ideas.		
2. Associates pictures to words.	Sullivan Placement	SRA word games BRL
3. Identifies new words by picture clues.	Sullivan Placement	SRA
II. Perceptive Skills:		
A. Auditory		
1. Can hear difference in words.	Botel	
2. Able to hear sound:	Botel	BRL
at beginning		
at end		Mott 1301
in middle	Doren	
3. Hears rhyming words.	Doren	McGraw 2
4. Nineteen initial consonants	Botel	300 A Mott
B. Visual		Mott (300A, 1302)
1. Uses picture clues.	Mott Placement	
2. Recognizes:		BRL
colors		
sizes (big, little, tall, short)	Teacher Made	Fitzhugh
shapes (square,round		
3. Observes likenesses and differences in words, in letters.	Mott Placement	Headstart
4. Left-right eye movements.	Observation	Tracking Headstart
III. Sensory-Motor Intergration		
A. Directionality		
1. Can follow picture story from left to right		Symbol Tracking
2. Can discriminate right and left of other objects.	Psycho Ed. Inv. of B.L.A.	Tracking McGraw Hill
3. Can discriminate right and left body parts.		BRL

Reading Skills	Method of Diagnosis	Prescription.
B. Laterality		
1. Has consistent right or left sided approach.	Psycho Ed. Inventory	
IV. Comprehension		
A. Interest		
1. Wants to learn to read.	Observation	
2. Attention span sufficiently long.	Observation	Rewards
B. Ability		
1. Can work independently for short periods.	Observation	Reward System
2. Knows sentence/word. Begins at left.	Gray Short Form	McGraw 2
V. Oral Expression		
A. Expresses self spontaneously.	Observation	
B. Able to remember five word sentences.	P. E. Inventory	

Reading Skills	Method of Diagnosis	Prescription
I. Vocabulary:		
A. Word Recognition 1. Recognizes words with both capital and small letters at beginning	Observation; Diagnostic Checklist Mott Placement	Sounds of Letters Mott 1301
2. Is able to identify in various settings the words usually found in pre-primers.	Botel Stanford	Word Lists-T-scope any reading materials you use.
II. Word Analysis		
A. Phonics 1. Recognizes single initial consonants and can make their sound.	Mott Placement	Mott 1301 BRL A Book 2
2. Knows single consonant sounds in final position.	Mott Placement	Mott 1301-1302 BRL B, C
3. Vowels are introduced	Mott Placement	Mott 1302-300A
4. Knows sounds of initial consonant blends	Mott Placement	Mott 1303-300A
B. Structural Analysis 1. Recognizes compound words(into, upon)	Mott Placement	Word List SRA
2. Knows common word families.		Any reading material
C. Word Form Clues 1. Capitals, small letters double letters		300A T-scope
III. Comprehension:		
A. Understands that printed symbols represent objects and actions. Can draw conclusions. Can recall what has been read silently. Can remember where to find answers to questions.	Stanford Reading Test	Loft SRA Series C New Practice Reader

Daily Accomplishment Sheet



____

NAME

CONTACT TIME						
WORD LIST						
COMP. ______						
SERIES "C"						
MOTT ______						
"T" SCOPE						

TRACKING						
COMP. ______						
BRL ______ BOOK						
BOOK HOMEWORK						

PARENT INVOLVEMENT AND SUPPORT

Support from the parents contributes both to the effectiveness of instruction and to the longevity of the project. By taking an enthusiastic attitude themselves, parents can increase the student's enthusiasm for their work in the reading classes, and by encouraging the children to read at home they can reinforce newly learned skills.

During the spring before the project begins, the project director will have explained the purpose of the instruction at a PTA meeting so that parents will be generally aware of the project goals. However, parents whose childre are selected for participation receive more detailed information about the project during the early weeks of school. This is done in two ways.

- By letter. As soon as students are selected for the project, parents receive a letter describing how the project functions. A copy of the letter used by the developer site follows. The project director is responsible for sending this letter, although teachers may be asked to assist. Included with the letter is also a brief description of the kinds of instructional assistance parents can offer their child. A copy of that enclosure, "What Can a Parent Do?" follows.

- By personal contact. In addition to the letter of notification parents are invited by the project director to attend an informal coffee. Held in late September or early October, the coffee gives parents a chance to meet teachers face-to-face and allows the project director to explain other purposes of the project more fully and to answer whatever questions parents may have.

  At this coffee the groundwork is laid to establishing a Parent Advisory Council. Parents are asked to form and to run this organization to support and to offer suggestions for the improvement of the project.

CLARKSTON COMMUNITY SCHOOLS
Clarkston, Michigan

Dear Parent:

Your child ______________________ was selected by his teacher and principal as one who is qualified to receive special assistance in Clarkston's reading development program. This program has been developed with federal funds to enable the Clarkston Schools to be of greater services to their children.

The teachers who will be working with your child to help him or her build greater reading skills have received special training in this area. It is hoped that by strengthening the special skills of reading and comprehension that your child will find that other classes will become easier to cope with and school will be a place where he can enjoy success. You may hear your child talking about his "special" reading teacher, and the things that happen in her classes. We hope that you will feel free to contact her or the school, so you too can see what is happening to help your child.

Sometime during the year you may receive an invitation to join with other parents whose children have been chosen for this program to meet all those involved in creating this program, and help us answer your questions about your child's progress.

Sincerely,

Title I Coordinator

CLARKSTON COMMUNITY SCHOOLS
Clarkston, Michigan

Dear Parent:

You are cordially invited to attend a "coffee" at ____________ school, ________________ (date) at __________________ (time). This will be for all parents with children in the reading program. At this time your child's reading teacher will explain the program and demonstrate the special materials being used. This will be followed by a discussion which we want you to feel free to participate in. Your child's teacher is always eager to know your child better and will answer any questions you might have about the program.

It would be helpful to know if you will be attending, therefore, your child's reading teacher will be contacting you by phone.

Sincerely,

______________________, Title I Coordinator

______________________ Title I Teacher

DN/ss

CLARKSTON COMMUNITY SCHOOLS
Clarkston, Michigan

Date ______________________________

Parent Visitation Week: ______________________

Dear ____________________________:

It is extremely beneficial to a child to see parental interest in his/her school work. In view of this, I would like to invite you to visit ______________________________ in his/her Title 1 reading classroom. This visit will enable you have a better understanding of the learning environment in which your child participates twice weekly. Your child's sessions are at ______o'clock on ____________________ and at ___________o'clock on _________________________. We shall be following the usual routine during the session, therefore, there will be no time for a discussion of your child's progress. However, I am willing to schedule a time to meet with you if you would like to have a conference.

Sincerely,

- -

I can come to visit on

____________________________at__________________________________

Signed ____________________________________ ___

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WHAT CAN A PARENT DO?

What can a parent do, without extensive specialized training or elaborate materials, to help his child with reading?

Preschool and first grade appear to be periods when parents can be a strong positive or negative influence on their children's progress in school.

Research indicates that 25 percent of children in school have visual difficulties serious enough to cause problems in reading. Indications of eye difficulty are: tension, poor reading posture, excessive head movements while reading, rubbing eyes, avoiding close work, and losing the place quite often while reading.

Reading requires that the eyes move from left to right across the page and from top to bottom down the page. These directionality skills do not develop automatically. Before a child comes to school his eye movements are random.

A parent can help with directionality. As the parent reads aloud, the child might follow the parent's finger across the line from left to right. A parent might also take advantage of games which require the eyes to move from left to right in following a moving target. Also, any activity which requires the child to place objects from left to right is a good way to help build directionality. Drawing from one dot to another is an activity often used by teachers.

Speech is an important area. Here, the parent can help first by discouraging baby talk, by not using it himself and not considering it cute when the child used it. You should encourage your child to use names of objects rather than relying on "it" or "that." You might encourage--not command--your child to use complete sentences rather than relying on just words or phrases.

Language development is an important foundation for reading. Parents can be of great value by encouraging children to talk about their experiences and to ask questions. It is extremely important that the parent give his undivided attention when listening to a child. Passive listening is of little value.

Listening skills are often neglected. As you read to your child or share other experiences, there are several activities which might be profitable. The child can be asked to recall the sequence of events, or to follow a series of directions. The parent can ask the child to think of words that begin with a certain sound, or to say if certain words rhyme or not. The child can be asked to make other discriminations between sounds according to pitch or loudness.

Interest in learning to read is an important and often overlooked area. A parent can encourage his child to look at sights and symbols. When the parent reads aloud, the child can follow along the lines and look at the pictures, or he may want to hold the book himself. The child can make up

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a story about an interesting picture. It is important not to pressure the child to do these activities. They should be kept brief, and stopped when the child is tired.

Self-concept is another and often overlooked area. A parent should give praise when deserved and never imply that the child is stupid—he might just believe it. Parents should never compare a child with other children. Any comparison should be with previous personal achievements. One of the worst things a parent can do is to push or pressure his child. Expectations should be set within the child's capabilities. It is damaging to set expectations beyond the child's reach.

Once a child can read, he should be encouraged to read at home. Selection of books now becomes a problem. Generally speaking, easy and interesting materials are the key. As a guildeline a child should be able to read at least nineteen out of twenty consecutive words, otherwise the material may be too difficult.

If possible, the child should have his own bookcase. Encourage parents to give books as presents, to take their children to the library and help them select books. Once in a while it will not hurt to let a child select a book that is too difficult, especially if parents are willing to read such a book to the child. It is also all right for the child to choose books that are too easy once in a while.

What should a parent do when his child is reading and doesn't know a word? Generally, the parent should tell the child the word. It is usually not advisable to ask the child to sound out the word. Too much "sounding out" detracts from the meaning and interest of the story.

Reading needs to be important in the home. If the child sees the parent read, reading becomes important. Parents should turn off the television and set aside a time for reading with their children on a regular basis.

The child should never be forced if he is not in the mood. The child should be granted the right to fail, to have his success praised, and to be treated with respect. A parent is a parent—not a teacher. Parents can aid their children in developing a good attitude toward school and in building love of reading.

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INSTRUCTIONAL OVERVIEW

The instructional program in the Discovery Through Reading Project has several essential features. Taken together these features define the unique approach taken in Discovery classrooms. This section describes each of the essential features individually; the next section "The Instructional Program in Operation" discusses how the features work together as instruction takes place.

Modified Tutorial Approach

Each reading class has two students. It is essential for an adopting site to keep the number at two. In the experience of the developer site, the addition of even one more student completely changes the character of the project. Overall, each full-time teacher is responsible for 30 students.

Individualized Instruction Project teachers gear each session's instruction to each student. Individualized assignments are given to the student each session on a "task sheet" which lists approximately six specific activities which the student completes in the 45 minute session. The completed task sheets become part of the student's folder and help the teacher to decide what tasks are appropriate and easily within the abilities of the student to do next.

Independent and Teacher Assisted Learning

The project teacher assigns independent work to one of the two students for the first half of the forty-five minute session while he/she works directly with the second. At mid-time the students exchange roles and the second student works independently, while the first moves over to individual tutoring.

The independent assignment is generally a tracking task, a comprehension task and workbook pages from the BRL book. The student finds a folder of materials arranged before his or her chair with the independent work on top. A stopwatch is provided for timing the tracking task.

The project teachers at the developer site report that it takes about four to six weeks for students to learn to work independently. The student must become adept at concentrating on the assignment, moving from job to job, starting the stopwatch and attending to the teacher's promptings. Students eventually take pride in working consistently and well on their own.

It is important to note here that while the teacher is giving nearly undivided attention to the student being tutored, he or she must remain aware of the activities of the student working independently. The teacher should be supportive, prompting the student when there is a problem in the tracking task, helping to read the stopwatch, or facilitating the transition from one job to another. It is the system of independent work which enables the teacher to work individually with both students during single tutoring session.

Reward System

A reward system is an essential feature of the Discovery Through Reading Project, designed to reward the student for completion of assigned tasks. Initially, the students need abundant praise, therefore, the reward system begins with immediate and concrete proof of accomplishment; i.e., the frequent awarding of stars, gum, m&ms, a gift from the "treasure box," (a box of assorted small toys, games, puzzles, etc.). As a student gains confidence and improves his or her skills, the teacher may ask him or her to do more work before a reward is given. The ultimate goal is for the student to view the accomplishment of reading as a sufficient reward in itself.

The teacher should apply a reward schedule that fits the individual after consultation with the student. Together they decide on the criteria for specific rewards and make revisions to suit the changing needs of student and teacher during the year.

The following illustrates the example of a reward schedule.

Small star	Award for each completed task. The student receives five or more small stars each session.
Large star	Award for agreed upon completed special task, for instance, getting 100 percent on a test, breaking one's own record in tracking, or getting all the words in the tachistoscope correct.
Candy	One exchanged for each small star as a concrete reward.
Gum	In exchange for a large star.
Treasure box	Award of gift given for reading five books or other agreed upon major achievement.

Except for the treasure box, which is placed out of reach, the other rewards are placed in containers within easy reach of each student who will apply the stars him/herself on the task sheet immediately after completing each task. At the end of the session, the student counts the stars earned for the day and receives a small piece of candy for each one.

When the student is ready to delay reward, the teacher may ask him/her to perform tasks to earn points and then trade points for concrete rewards. The student may also save points toward a larger reward. Other evidence of concrete rewards is the wall charts for library books and word recognition, also displaying stars to denote successful accomplishment.

Another reward is built into the game played by the teacher and student with the words studied in the tachistoscope. The object of the word game is to see who knows the most words. The student gets one point for each word he or she knows and the teacher, one point for each word the student misses. The teacher sees to it that the student always wins. A small reward is given for beating the teacher; a larger one, for reading all the words correctly.

About Thanksgiving time, the reward structure will change. Teacher informs the students that when they return from the holiday they will be doing something a little different - then explaining what that will be. Children no longer will receive candy in exchange for each small star, but will receive one m&m for the session "for working so hard". They still continue to earn super stars exchanging these for super treats.

This reward system will change again after Christmas holidays - once again explaining to the children what and why.

"Now you are ready to begin a point system" This means that teacher and student sets a goal for the student to work towards. For example it may be 35 points. At the end of each session, stars are exchanged for points with little stars counting as 1 and super stars as 2 points. A running count has to be maintained on the task sheet and when the goal of 35 points is reached - students go to the treasure chest - then a new goal is set and the procedure begins all over.

Competition with Self Each student competes only with his or her own previous progress or accomplishments rather than having his or her progress compared with the progress of other students. Charting and graphing of achievements is done to provide the student with proof of his or her progress and to involve the student in evaluating his or her own performance.

Diagnostic Teaching

Instruction is based on a diagnosis of a student's reading deficiencies. At the beginning of the year, two weeks are used for diagnostic testing and teaching observation. Throughout the year, diagnosis continues with instruction modified to meet whatever a student's present needs happen to be. For example, if a teacher finds that a student can perform the skill stressed by certain exercises in one of the books being used, he or she is encouraged to move to another exercise, rathe than routinely completing subsequent exercises designed to provide practice in that particular skill.

Attitude

It is most important that the teachers create what the project calls "psychologically safe environment" that is a positive and encouraging atmosphere within which the child may function, free of anxiety and frustrations. The student should be positively reinforced by the teacher with open and warm praise, using words such as "good job," or giving a pat on the head. When the student makes a mistake, a comment such as "Let's try that again," is sufficient to point it out. There is neither criticism nor punishment. While working with two students simultaneously, the teacher should be mindful of giving equal attention and praise to both.

Instructional Flow It takes skill and practice for teachers to obtain and maintain good instructional flow. Instructional flow refers to the ability of the teacher to keep both children "on task." Several factors are important for achieving good flow: 1) keeping students' folders up-to-date, which can be done at the end of the day or at the preparation time before school begins; 2) numbering the tasks in order of completion for the session; 3) arranging the books in that order; 4) seeing that no student is seated behind the teacher; 5) observing the student working independently.

THE INSTRUCTIONAL PROGRAM IN OPERATION

Classroom Setting

The Discovery Through Reading Project can operate in any adequate, practical space available in the school building. A special classroom is not required. The varied facilities used by the project at the developer site included partitioned space in an unused fourth grade classroom and in a library. Sometimes, project teachers shared space which in every case was partitioned to provide visual privacy. The space is organized to allow teacher and student to work without major distraction.

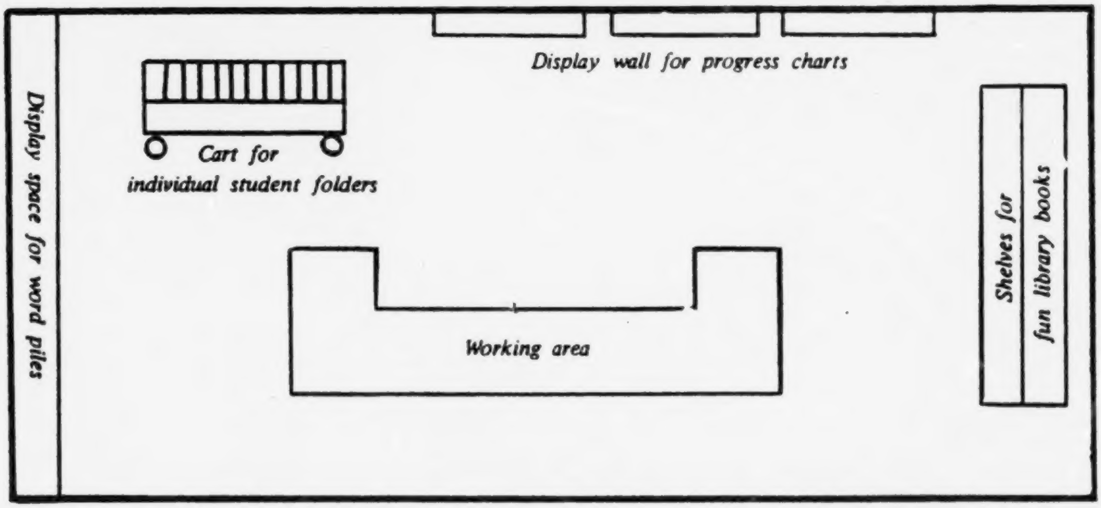
The individual space used by each teacher requires simple furnishings: three tables, chairs, a library bookshelf, and a storage cabinet for student folders and workbooks. Good lighting is necessary as well as wall space to display the charts indicating the number of library books read and the words successfully recognized. It is also convenient to put out a canister of sharpened pencils, and containers with the various rewards used in the reward system.

What is important in the physical setting is the proximity of the teacher and the two students. The teacher sits at the center of a U-shaped table arrangement facing both students, for instance the student who is being tutored directly in front of her and the other, at the end of the U.

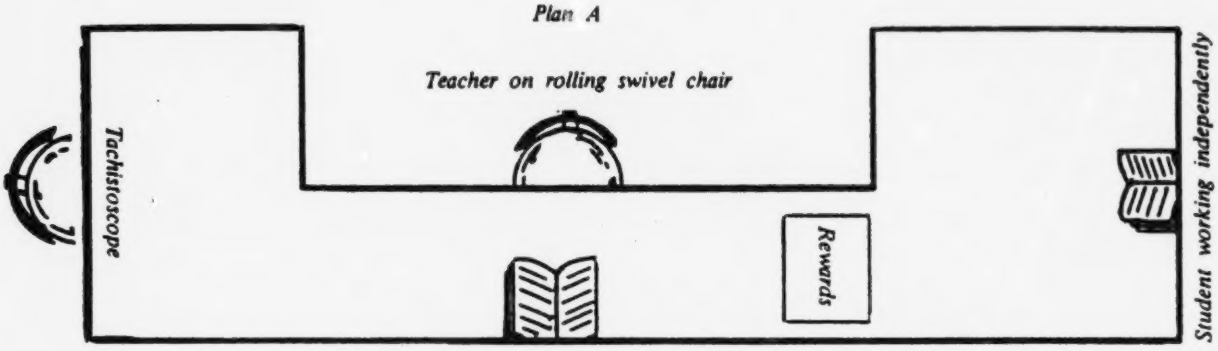
A swivel chair allows the teacher to keep both students in eye range at all times during the session. Such a chair helps the teacher reach the necessary equipment and materials and to easily attend to a monentary need of the student who is working independently. An efficient arrangement of the physical space should aid the teacher in organizing his or her teaching tasks and record keeping procedures to achieve smooth "flow." A sketch of a typical classroom floor plan follows.

DISCOVERY THROUGH READING

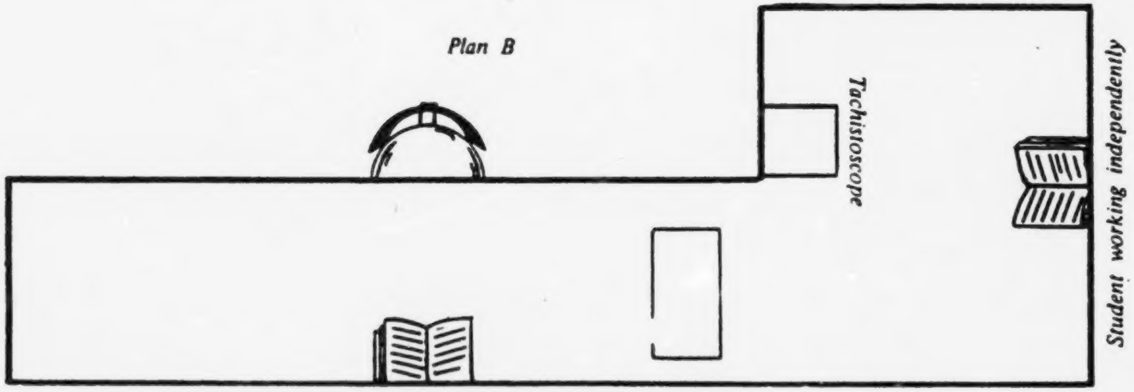
Classroom Arrangement


Display wall for progress charts
Cart for individual student folders
Display space for word piles
Working area
Shelves for fun library books

Plan A


Teacher on rolling swivel chair
Tachistoscope
Rewards
Student working independently
Student working dependent tasks with teacher

Plan B


Tachistoscope
Student working independently
Student working dependent tasks with teacher

Plan B utilizes station approach with children moving during the session

Preparation

The teacher has in front of each student his or her individual folder of materials. On top of each folder is the Task Sheet. On the two pages that follow, a sample copy of a blank task sheet is provided along with an annotted copy of task sheet as it is used.

The typical task sheet is structured to indicate the five main tasks to be carried out for the session as well as any supplemental tasks. In the column corresponding to each task, the appropriate workbook with page number, equipment or materials is indicated. The order of completion, 1 through 6 is also indicated. The teachers may prepare the task sheets at the beginning or end of each school day. With experience, it becomes possible to keep the task sheets up-to-date during the session itself. The amount of time designated for each task for each student need not be parallel, as long as both students are ready to switch roles at the end of the first twenty minute segment. Extra time may be taken with more tracking. The necessary material may also be included in the folder or left on a storage shelf, according to teaching needs.

Important notations such as the page numbers for each assignment, books by title or level, when to review or skip pages, and test scores, are kept on the task sheet. These notations help remind the teacher where a student finished at a previous session, so that at the next session, he or she can pick up where the students left off.

The task sheet also provides the necessary structure to the students since each student always knows exactly what is to be done during each session.

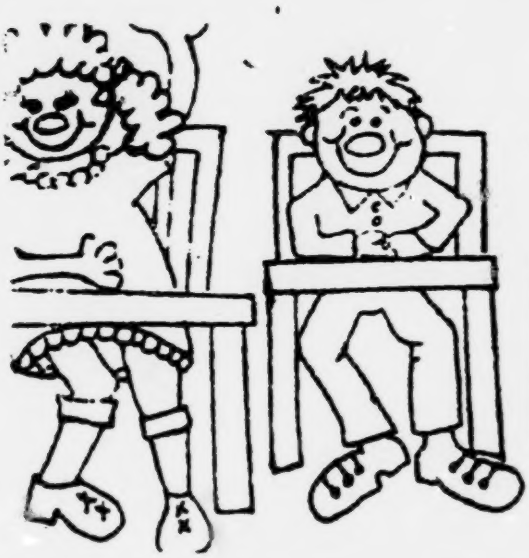
Before each session, the teacher prepares the two student folders with the tasks to be completed arranged in order of completion.

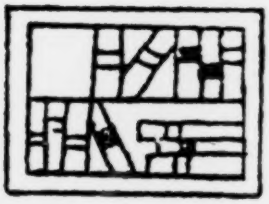
Instruction

The folder of materials for Student A is arranged with the independent work on top, to be done first. This enables the teacher to work individually with Student B. After an interval of time--approximately when half the session is over--the teacher switches his or her attention, focusing on Student A, who is now ready to do teacher assisted work while Student B works on independent tasks.

During the whole session, the teacher has a 5 X 8 card in front of him or her. The teacher uses this to record any words a student misses while reading. At the end of the period the teacher writes each word individually on a 5 X 8 card and places them in his pile of words for the T-scope. Missed words on the T-scope are written down and a list goes home to be studied before the next session. What is done with the cards is explained in the section "Teacher Assisted Activities."

Daily Accomplishment Sheet





____

NAME

	CONTACT TIME						
DEPENDENT	WORD LIST						
	COMP. ________						
	SERIES "C"						
	MOTT ________						
	"T" SCOPE						
INDEPENDENT	TRACKING						
	COMP. ________						
	BRL BOOK ________						
	BOOK HOMEWORK						

Independent Activities Early in the year, independent tasks include tracking work. Tracking is used to develop symbol and letter discrimination. An example of a tracking exercise is included on the next page.[2] Students use a stopwatch to time their own work.

While working with one student, the teacher must be aware of the progress being made by the student doing independent tasks. He or she may need teacher support even though the work is independent. For example, a teacher needs to be aware of how the tracking task is going, to help a student if he or she has trouble reading the stopwatch, or just see that he or she moves from one task to another. All of the monitoring and helping take a minimum of time, but do require teachers to be ready to intervene as needed.

Teacher Assisted Activities Word recognition is a constant feature of the teacher assisted activities provided during each session. An individual "Word Study Pack" of words is maintained for each student. The word study pack is a pack of 5" X 8" index cards. In this pack are words a student did not recognize. Words from the word pack come both from the Dolch Basic Sight Word List and from other prescribed reading materials, such as SRA, LOFT, & MOTT.

Each session words from the study word pack are put into the tachistoscope for timed practice on word recognition. Students are given one second to make an identification. At the beginning of the year the number of words to be studied at any one time varies. Fewer words are used if a student seems to have difficulty in recognizing words.

The teacher puts a check on the index card beside each correct word. When the student recognizes a word correctly four times on four different occasions, the word is "retired," i.e., moved from the daily Word Study Pack to the "O.K. pile." The number of words in the "O.K. pile" is recorded on a wall chart.

From time to time, a group of twenty-five or more words from the O.K. pile are reviewed. A word missed at that time would be returned to the Study Pack subject to regular routine before being retired. Additional reinforcement for practice or word recognition is provided at home. In addition to printing missed words on an index card, the teacher also prints the words on a pad of paper which a student takes home to study with a parent or sibling. Sometimes, a classmate provides help in the regular classroom.

As the teacher and student go through the words for the session, they play a little game. The student gets one point for each word he or she knows and the teacher gets one point for each word the student misses. The object is simply to see who beats whom. The teacher should see that the student always wins. If not, then the teacher takes steps to reduce the number of words the student is working on or get help for him or her in studying (contacting the parents or classroom teacher). A small reward is given for beating the teacher and a larger one if all the words are read correctly.

---

[2] Tracking exercise provided hereis taken from the Ann Arbor Tracking Program and Visual Discrimination Series published by Ann Arbor Publishers, Inc., P. O. Box 388, Worthington, Ohio 43085.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Stris od ovo hepd. Iort therc ruw eld phus remt. Plurm wox owif rilk ty rok glamp. Oshil proin bly curw mujur. Skad bev awrod luma cly cruwe senkel awof swin eb. Thurt yno zabb spig ahe ra ques fkal riz leddy. Esmab craf ha mon ewt. Blig ack nulf beck ain velpy a wrill dex berrl din yag bi dorez.

2 Min. 10 Sec.

Loten gru ottow ebit scuty linfe triw uld. Sevop nurf ploz ux. Wuy gorn phut bryo ani lort nam uj malo. Yo vu arn offup kev sald. Ta dobbem gre fab fu beot hee sord wittuy wer acr beap. Drequa ba yrt laff celas. Ghe tab bax ewon louby. Cidev bof fe halwy pen og rem. Di akem skad yoll bern polzide.

2 Min. 5 Sec.

As the student begins to respond to success, the reading teacher should change the reward schedule through the use of delayed gratification. For example, the student may be asked to perform two pages or two tasks to earn points, and then trade points for concrete rewards. Throughout the change from concrete rewards to special activity rewards, the teacher must watch for the time when the student is really satisfied because he or she is now reading so that successfully doing a reading task or reading is itself a reward.

Individual teachers may vary the reward schedule to suit their own students, but basically all teachers have a similar reward schedule.

When a "super" star is earned for achievement, a small reward (bubble gum) is given immediately. Initially, such rewards are given regularly to each student and have been previously discussed by the teacher and students at the beginning of the year.

Beginning Instruction

After selection, diagnosis and prescription have been completed, the project teacher begins work with his or her assigned students. It is usual for teachers to work with both students together for the first month of the project since most students begin as non-readers and require the same training to learn to carry out independent tasks. Five tasks generally are assigned during the first month of instruction.

- Tracking
- Dolch Basic Sight Word List
- Sullivan Materials
- Tachistoscope
- Mott Basic Language Skills Program, Book 300A, if possible

Teaching students about the routine of the Discovery Classrooms is an important feature of the first month of instruction. Students are shown how to use the stopwatch for tracking exercises; they are shown where materials and folders are stored; and the use of the task sheet and the reward systems are explained.

The students separate to receive individual instruction for half the session at a point when the teacher feels the classroom routine is established and individualized instruction would be beneficial. By mid-October most students do work independently and accept six tasks a session.

A sample lesson plan is presented here to demonstrate a typical reading session early in the school year just after the students are ready to follow an independent-dependent, five task routine. The lesson is based on observation of instruction made at the developer site.

Typical Tasks in Each Session The materials used in the project become the tasks for the organization of each session. In each session the student is to complete approximately six tasks. The exact number depends upon the teacher's assessment of the capabilities of a student. Basically, each session is organized around the following tasks:

- Mott Basic Language Program (Teacher assisted activity)
- The Sullivan Reading Series (Independent activities)
- A Comprehension Activity--SRA/Barnell Loft Series/New Practice Reader (Independent or Teacher assisted activity)
- Tracking (Independent activity)
- Word List (Teacher assisted)
- Tachistoscope (Teacher assisted activity)
- Any of the other material discussed in this manual.

A full discussion of how each of the materials is used is presented in Chapter 3, Laying the Groundwork for Instruction.

Reinforcement of Performance and Achievement

A box of small and large gummed stars is centrally located to each student. As each job is completed, the student places a small star on his or her task sheet in the appropriate square. The emphasis here is on doing the job and not on achievement. Initially at the end of the daily sessions, the stars earned for the day are counted by each student and he or she is given candy for each one.

There are a number of ways a student can get a large or "super" star for achievement. These ways have been previously discussed by the teacher and his or her students at the beginning of the year. They include: 1) breaking individually set records in tracking; 2) getting 100 percent on any of the practice tests in the workbooks; 3) getting 100 percent on sight word identification in the tachistoscope.

The goal of each teacher during the school year is to apply a reward schedule that fits each individual student. At the onset, most of the students are in need of considerable praise, concrete evidence and tangible proof of their accomplishments. Teachers need to be alert to individual differences in the kinds of responses which are reinforcing to each student. For example, some students may find great satisfaction in reading aloud to the teacher or reading a recently mastered book to the class or classroom teacher, or of spending extra time with a learning task, book or game that was particularly enjoyable. Such rewards (activity rewards) should ultimately replace extrinsic (candy, bubble gum) rewards.

The students' performance at this stage reflects the strong emphasis in the reading program on building word recognition skills. The lesson is scheduled for forty-five minutes including five preparatory minutes and involves the project teacher and two students. Each student carries out the five tasks assigned on his/her task sheet. The teacher reinforces the students with frequent concrete rewards and warm praise in keeping with the reward system.

Lesson Plan Prior to the start of the school day, the teacher brings out the folders and prepares the task sheet for each student--writing the page number of the workbooks in the appropriate box, indicating the number of Dolch words to be studied. The five activities are numbered on the task sheet in the order in which they are to be completed. The workbooks to be used, are then arranged in each student's folder according to the order in which they will be used. The reward containers are filled with stars, m&ms, gum, pencils, sharpened and put in containers. All containers are placed on the tables within easy reach of the students.

Before the session is scheduled to start (marked by five minute break between each session), the teacher puts the student's folder at his or her place with the task sheet on top. The teacher then goes to the classrooms to pick up the two students, (referred to here as Student 1 and Student 2) scheduled for the session and accompanies them back to the reading classroom. This is the time for informal dialogue between teacher and students regarding school or weekend activities, or discussing "fun" library book previously checked out.

For the first 20 minutes of the forty-five minute session the teacher works directly with Student 1. Instruction takes place on a one to one basis with three dependent tasks i.e., word recognition using the Dolch Word List, followed by timed practice with the tachistoscope for 14 minutes, and Mott 300A beginning consonants sounds for 6 minutes.

The teacher sits at the center of the U-shaped table with the student seated directly across. The second student (Student2) who is working independently during this time, sits at the side of the table, within reach of the teacher. Student 2's independent tasks are: primary tracking for ten minutes using a stopwatch and the Sounds of the Letters, Sullivan Book 2 by McGraw-Hill, for ten minutes.

The lesson proceeds as follows:

9:00 a.m. The teacher gives the stopwatch to Student 2, making certain that she is ready to start the tracking task. The teacher then turns full attention to Student 1, and asks him to read aloud the list of words, numbers 30-39 from the Dolch Pre-primer List. As Student 1 reads down the list saying each word out loud, the teacher repeats each after student, providing auditory reinforcement. This list contains ten words, five of which Student 1 recognizes correctly. The teacher puts a check mark next to the correct words and adds a positive verbal reinforcement. "You knew five of these words today, that is great. You earned a gold star for that. Go ahead and put it on the task sheet right now. Let's work on the other words now." When th student misses a word, the teacher prints it on a 5" X 8" card which is used in the tachistoscope and also sent home for practice.

9:03 a.m. The teacher sees that Student 2 is waiting to have her check her time on the stopwatch. The teacher notes the tracking exercises has taken two minutes and one second. The student marks the time in her book. "That's fine, I'll start the watch for you again and you go ahead with the next exercise." Returning to Student 1 the teacher has her repeat the words she missed, use them in sentences and sound out according to phonic rules where applicable. For example,

Teacher: "To." "Where do you go when you buy things?"

Student 1: "I go to a store."

Teacher: "Good. That is the to that is spelled to, and the two that is spelled t-w-o--how many fingers do I have up?"

Student 1: "Two."

9:06 a.m. Reaches over to check stopwatch for Student 2 as she finishes second tracking exercise. Writes down time for her. Pats her on the head. Indicates next exercise. Returns attention to Student 1. Phonic prompting is used with the word "see." "Remember when two vowels walk together the first one says its name and the second one is silent."

9:08 a.m. Again, checks stop watch for Student 2. "This is great. You broke your record on this one. One minute and 54 seconds. You are zipping along. Go ahead with the next exercise. Returning to student 1 the teacher now begins to work with Mott 300A--Beginning Consonant Sounds, reading orally from the teachers' copy.

Teacher: We are listening for the sound of the letter that starts the word. Listen. Door: D starts door. Which letter starts door?

Student 1: "D" starts door."

Teacher: "'D' starts door. Good." "Now, let's look at the pictures, say what they are and listen for more words that start with 'D'." Example: First picutre is telephone. Is that one?"

Student 1: "no."

Teacher: The next picture is ......

Student 1: "Doll."

Teacher: "And what does doll start with?"

Student 1: "Doll starts with 'D'".

Teacher: "Correct. Good. Let's do more."

9:10 a.m. The teacher notes that Student 2 has completed her tracking assignment. "You've broken your record again--you did that one in 1 minute and 34 seconds. Just, super! That's worth a big gold star. Go ahead and put it on the task sheet right how. Fine."

9:10 a.m. Student 2 now works independently at a comprehensive task such as SRA. From time to time the teacher looks over to make sure he/she is on target and smiles encouragment.

9:14 a.m. After completing the Mott 300A task the student puts a star on the task sheet and the teacher indicates it is time to go to the tachistoscope where she proceeds to put the cards with previously missed words in the tachistoscope for timed recognition. The tachistoscope is timed for 1 second recognition. The teacher encourages the student as he recognizes the words correctly with a "good", "fine", or "you're really working hard."

9:14 a.m. Student 2 completes his comprehension task, writing answers on a piece of paper. He hands it to the teacher to correct. If any is missed, he corrects immediately. Then he colors in his bar graph appropriately for number correct, puts a star on his task sheet, and goes to the Sullivan Series where he works independently, self correcting each page.

9:20 a.m. Student 1 goes back to his seat to put a star on his task sheet and begin working on his/her 3 independent tasks. The teacher moves closer to student 2 and says "We'll start with your homework words first." She'll proceed with the same order of tasks as with Student 1 for the remainder of the session. The teacher works with Student 2 on 3 dependent tasks--the word list, the Mott Series and tachistoscope. Student 1 works independently on 3 tasks - tracking, a comprehension job and Sullivan Series. The teacher continues the flow of interaction as before simultaneously working with one student while monitoring the other.

9:45 a.m. At the end of the session, the teacher indicates time to count up their stars. Student 2 exchanges his big star for a piece of gum and gets m&ms for the rest. Student 1 gets m&ms for all stars. The teacher congratulates them on a good session, reminds them to take home their slip of paper with words they missed in the tachistoscope to be studied at home and their library book.

This sample lesson demonstrates a typical session about 12 weeks after the start of the school year. The procedures remain unchanged except for the reward system. About Thanksgiving time the teacher tells the students something will be different when they return from Thanksgiving vacation. What is done differently then, is only 1 m&m is given for the whole session activity still exchanging large stars for gum however. At Christmas time, this procedure is changed again and children are encouraged to go to "the point system." They set a goal for themselves such as 25-30 points. A point is given for each star and these points accumulateuntil the goal is reached. Then students go to the treasure chest full of novelty items and select one for themselves. A new goal is set usually by the student and the counting of points begins anew.

Reporting Progress Twice a year parents are sent reports describing the progress being made by their child. The report also outlines what parents can do to help their child at home and invites parents to observe a reading class or schedule a longer conference. A copy of the progress report used by the developer site is included at the end of this section. In addition, the progress report, all a child's completed worksheets are sent home at the end of the year.

Many parents wonder how they may help their children at home. Here are some suggestions.

1. Read to your child.
2. Encourage your child to read to you.
3. Go over your child's homework words.
4. Take a special interest in what your child is doing in school.
5. See that your child attends classes regularly.
6. Your child works a long, hard day. You can help by seeing that your child gets off to a good start by having adequate sleep and a nourishing breakfast.

Please feel free to observe your child in his reading class.

His time is ______________________ at __________ and
______________________ at __________

Comments:

To the Reading Teacher,

☐ Yes, I wish to have a conference. Please call me at this number __________

☐ No, I do not wish to have a conference.

Signed ______________________

Please sign this card and return ______________________

TITLE 1 READING PROGRESS RECORD

Name ______________________

Date ______________ **Grade** __________

Title 1 Reading Teacher ______________________

BEST COPY AVAILABLE

SKILLS

	Satisfactory	Needs Improvement	Unsatisfactory
1. Can say alphabet in order	☐	☐	☐
2. Can write alphabet in order	☐	☐	☐
3. Can recognize capital letters	☐	☐	☐
4. Can write capital letters	☐	☐	☐
5. Can recognize small letters	☐	☐	☐
6. Can write small letters	☐	☐	☐
7. Knows Consonant letter sounds	☐	☐	☐
8. Knows short vowel sounds Example: a-at, e-Ed, i-it, o-on, u-up	☐	☐	☐
9. Knows long vowel sounds Example: a-ate, e-see, i-like, o-boat, u-use	☐	☐	☐
10. Knows consonant blends Example: bl,f[illegible] cr	☐	☐	☐

WORD RECOGNITION

1. Is learning sight words in context	☐	☐	☐
2. Is learning sight words in isolation	☐	☐	☐

3. Has learned basic sight words at the following levels as measured by Botel Test:

Pre Primer ______________________ Primer ______________________

First ______________________ Second ______________________

Third ______________________ Fourth ______________________

COMPREHENSION

	Satisfactory	Needs Improvement	Unsatisfactory
1. Is making progress in understanding what he reads	☐	☐	☐

WORK HABITS

1. Studies homework words	☐	☐	☐
2. Has learned ________ sight words	☐	☐	☐
3. Has read ________ Title 1 library books	☐	☐	☐
4. Tries to do well each day	☐	☐	☐
5. Works independently	☐	☐	☐
6. Attends class regularly	☐	☐	☐

READING HABITS

	Yes	No	Sometimes
1. Substitutes words	☐	☐	☐
2. Skips words	☐	☐	☐
3. Tries to sound out new words	☐	☐	☐
4. Uses punctuation correctly when reading	☐	☐	☐

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Training

6

The Learning Triangle 70

It Starts In The Classroom 77

Testing Materials 87

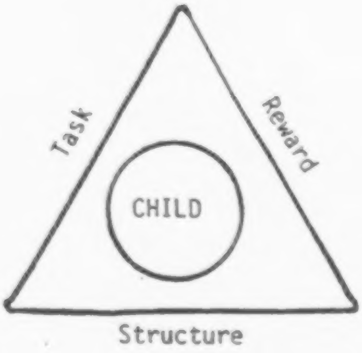
Teaching Materials 109

Parent Correspondence 159

Evaluation Design 163

This information was taken from the book, A CLASSROOM DESIGN FOR EMOTIONALLY DISTURBED CHILDREN and paraphrased by the developer of this booklet.

The design to be discussed in this chapter has been referred as the "engineered classroom". Such a label has caused concern among some educators because of its nonhumansistic overtones. While the author recognizes the disadvantages associated with "labels" he is impressed with the necessity for manipulating a classroom environment and the three sides of the learning triangle so that efficient learning and continued success may be experienced by the child. For that is the real implication behind the term "engineering". The teacher is urged to determine "what" the child's deficits are and then "engineer" a successful program of remediation through mainpulation of the three sides of the learning triangle -- task, reward, and structure.



1. Start where the child is and get him ready for more complex tasks through assignment of basic readiness tasks.

2. Settle for "thimblesful" of accomplishment and resist preoccupation with a "bucket" orientation in learning.

3. Once you have established contact with a child, gradually increase demands and expectations at a pace with which the child can tolerate.

4. Attempt to guarantee that the child will experience continual success in the classroom.

5. Create a predictable learning environment for the child in which he is rewarded for his accomplishments, nonrewarded if he fails to meet demands which, according to everything known about him, are reasonable to expect of him.

6. Be prepared to back up, modify task, and reset expectations if the child fails.

He must first be deconditioned to the negative aspects of learning, teachers, and school and then provided with a program designed to get him ready for learning.

The engineered classroom attempts to achieve these goals through assignments of suitable tasks, provision for meaningful rewards, and maintenance of an appropriate degree or teacher structure. It is in a totally new learning environment which does not "fit" with the child's previous negative experiences in school that the highest probability for changing attitudes and "launching" him into learning exists. In this environment it is hoped the child will find himself learning and experiencing his successes before he is actually aware that it is all part of "school". The engineered classroom attempts to create such an environment and build a foundation for learning.

Classroom Tasks

The keystone of the engineered classroom is assigning the child tasks he needs to learn, is ready to learn, and with which he can be successful -- the first side of the learning triangle. These tasks will be related to his deficits determined through the assessment procedures.

Classroom Rewards

As has been stressed several times up to this point, an effective learning situation must include some form of meaningful reward. Possible rewards available in the classroom were listed as tangible rewards, social approval, and acquisition of skill and knowledge. For any given child the effectiveness of each of these rewards may vary greatly. But the most basic of those cited and the most likely to be effective with children for whom few more traditional rewards have been forthcoming in school are tangible rewards.

In an attempt to provide a program with "something for everybody" the engineered classroom in its initial phase utilizes a tangible reward system consisting of stars which have an exchange value for such items as candy, and trinkets.

By introducing the use of tangible or extrinsic rewards into the classroom, the author is fully aware of the Pandora's Box which is opened. "Children should not be enticed to learn.", "Paying the child for learning will certainly doom him to the expectation of 'getting something' for any school work he does. "Tangible-rewards are bribes" and so it goes.

Rewards of any type, if used systematically in school, represent acknowledgements of accomplishments. The use of grades constitutes such a system of acknowleging and is generally acceptable in all educational programs. Grades, however, are not called "rewards". In all acutuality a grade of "A" is a powerful reward and one which motivates many children to study. It is, however, a somewhat abstract reward, available to select children.

Just as many children with learning problems are often not susceptible to rewards of social attention, they are often not motivated by letter grades. This may largely be due to the fact that they have never functioned adequately enough in regular class programs to deserve or to obtain them. The use of tangible rewards is viewed by the author as a logical and temporary extension of the traditional reward system, of grades generally relied on by educators. The term "temporary" is used advisedly, for in the author's experience use of such rewards is unnecessary after a short period of time. Once the child is engaged in a consistently successful learning experience, he naturally moves toward the seeking of these more traditional rewards.

Bribery is an unpleasant word with many unpleasant connotations. The fact it is often associated with dishonest transactions makes it particulary offensive. Yet the fact remains many "honest transactions" may be interpreted as involving "bribes". Depending on how the word is defined, letter grades and diplomas may be viewed as "bribes" to get children to learn in school. Outside school, anyone who holds a regular job may be seen as only working to obtain the "bribe" of a paycheck. The author takes the position that systematic consequence of acknowledgment in a leaning or working situation are a necessary and natural part of the honest transactions which occur between teacher and child, employer and worker.

The major problem in using tangible rewards in the classroom is that the use of such rewards is so alien to traditional practices.

The star/reward system in the engineered classroom is a temporary extension of the traditional system of acknowledgments used in regular classrooms. It is designed to guarantee that even the most disinterested and resistant learner will be rewarded for his efforts. It is also designed to create a unique system of immediate consequences. In this way, the child who negatively views school is provided with one more positive experience in the classroom.

The engineered classroom day revolves around the child's receiving stars for various accomplishments. As the child goes through the session he is given stars reflecting his task accomplishments. Cards filled with stars can later be exchanged for tangible rewards such as candy and trinkets and later on points which are held until a set goal has been reached. Then they are exchanged for trinkets and certificates. Stars are given "Because you tried to do the assignment" regardless of the number of problems correct.

In giving of stars, the teacher or aide takes time to explain why the child either receives or does not receive the possible mark. This transaction between child and adult is viewed as most significant and is not brushed over carelessly. The stars must reflect what the child actually earned in terms of the teacher's expectations of him. Since selection of suitable educational tasks is the most important aspect of the engineered classroom, each child should be receiving the majority of possible stars/points. When he has not earned these, the teacher needs to reconsider the type task assigned the child. If, however, in the teacher's judgment, the task was appropriate and the child needs reminding of the expectations for him, reduction to the number of check marks given is essential. This is not done punitively but in a matter of fact manner.

Here again we have a unique program designed to reorient the child more positively toward school and help him learn more efficiently.

In the engineered classroom, the teacher attempts to establish a working relationship with each child. An effort is made to convey the notion that the teacher "works" in the classroom too and that his job is assigning tasks that the child needs to learn, is ready to learn, and can be successful in learning. Stars are presented as objective consequences of the child's efforts and the classroom over which the teacher has little subjective control. The star/point system, then, serves as a neutral nonconflictual meeting ground for teacher and student.

By placing definite responsiblity which he can assume on the child's shoulders and by providing predictable consequences for his behavior, it is his strengths that are being appealed to rather than weaknesses.

Despite the "work" and "task" orientation of such a teacher-pupil relationship, very definite interpersonal aspects are present. Without always having to tell the child "I like you. You did exactly what I asked" or "I want to help you" the fair and predictable administration of stars soon establishes the teacher as a classroom ally who has the child's best interests at heart, accepts him as he is and wants more than anything else to assist him in learning and achieving success.

The use of this system can enhance the good teaching qualities of any teacher through providing regular contact with pupils and constant assessment of progress.

Questions inevitably arise regarding children who have dental problems, who are allergic to chocolate, or who have diabetes. In this regard, sunflower seeds, popcorn, raisins, and peanuts have proven just as effective as candy, or points can be started immediately.

It is not what you give the child in exchange for his stars, how much you give him, or its monetary value that is the crucial determiner of its real worth. The "big idea" is the child's accomplishments are being acknowledged in a systematic fashion and that he comes to recognize that his behavior controls certain consequences. There is no magic in giving tangible rewards, including gold stars, which have been used in education for years. It is the system with which such rewards are associated that guarantee success.

In addition to giving stars for each task completed, the teacher may use a "super" bonus for super accomplishment (e.g., breaking his tracking record, all words correct in T-scope, having 100% on a test, etc.).

While some children may become preoccupied with the number of stars given to their classmates and become competitive regarding comparisons, it has been found a reminder that "In this room every student receives stars for doing what he needs to do. Since everyone is working at his own level, stars are given to different children for different reasons" causes such behavior to rapidly diminish.

Classroom Structure

From the description of the floor plan, star/point system, and the task-oriented role of the teacher, it is obvious that the engineered classroom is "highly structured".

The author has defined structure in an educational program as referring to the "strings" the teacher attaches to assigned tasks which determine whether or not the rewards present in the classroom will be made available to the child. These "strings"involve dictating "what" the task will be "when" and "where" it will be undertaken, "how" it will be done, and "how well" it must be accomplished. In the engineered classroom these aspects of structure are provided for in the following ways.

WHAT

When it is apparent from the initial assessment of the child that he cannot successfully undertake a particular task (e.g., reading) or it appears on a given day that an assignment of a particular type of task is likely to end in frustration and failure, the teacher immediately alters "what" the child is asked to do. Therefore, while the fixed environmental expectations of a schedule activity exists at all times, the specific task assigned a child will be determined by his readiness to undertake it. The child is not given free choice in deciding "what" he does, but the teacher's selection of "what" is assigned will be based on the child's functioning.

WHEN

The engineered classroom schedule dictates a certain order for various activities. "When" a child does a given task will also be determined by the teacher and not the child.

WHERE

Children in the engineered classroom are not permitted to crawl under their desks to do arithmetic assignments, climb up on the filing cabinet to do a puzzle together, or to sit on the sidewalk in front of the school to do their reading. Structure is defined as "teacher selected string" and does not include the child's selection of what, where, when, how, and how well.

HOW WELL

Before any child is assigned a task, the teacher must be certain he possesses the academic competency to do the assignment correctly. For an acting-out child with problems, sitting quietly at his desk may constitute the most significant task for him at the time, and the number of problems he has correct is of minimal importance.

HOW

If such an assignment is considered appropriate for a child he is expected to try to do it, not fold the paper into a glider and sail it through the room. As was discussed in the "what" section, the task assignment must be something the child needs to do, is ready to do, and can succeed at. If he cannot or will not do an assignment, the teacher must move quickly to reassign him. For the moment, the reward of the stars may have to be withheld, but before another activity is given the child, careful attention must be paid to his chances of succeeding at it. In the description of classroom interventions, which appears later, procedures for such reassignment are presented in detail.

In summary, the structure in the engineered classroom is both child-centered and based on fixed expectations. "What" the child does and "when" he does it depends on his functioning level of the moment. "Where" "how" "how well" he must do it are determined by the teacher and the design of the classroom once an appropriate task has been selected.

Selection of an appropriate task is both the most essential and the most difficult consideration in the engineered classroom. If the teacher is always accurate in determining what a child needs to do, is ready to do, and can be successful doing, things can be expected to run along smoothly.

In an effort to assist teachers in the engineered classroom with those inevitable times when the child does not "take" to an assigned task even though thoughtful consideration of his learning needs went into its selection, a series of interventions are appropriate until a level is reached where the child can be successfully engaged in a learning task, receive meaningful rewards, and operate within the degree of structure imposed on him.

Interventions

As long as the student can function with an assignment he continues to earn his full complement of stars. There is no penalty attached to reassignment at lower level tasks, so the teacher must be prepared to reduce school expectations when a child cannot handle the structure being imposed on him.

The interventions will be discussed one by one. In actual practice the teacher may try them one at a time, or most likely, select the one that appears to be most appropriate for a given child at a given time. The ideal time for initiation of an intervention is in anticipation of the actual problem or very shortly after the first sign of inability of unwillingness to do an assigned task.

Modify Assignment

The next logical intervention in terms of the engineered classroom philosophy is to change the task, either making it easier, different, or perhaps more difficult in an effort to get him involved.

Restructure Verbally

When this intervention is not successful or appears inappropriate, a new intervention is next in line for consideration. This intervention involves verbal reconstructing on the part of the teacher, using social approval or disapproval as leverage. The child is remindedof the teacher's expectation for him in relation to the assigned task and his behavior. With some students a reminder by the teacher regarding what is expected may be all that is necessary to help them improve their behavior. This intervention is perhaps most often used and abused by teachers in regular classrooms with children, who display problem behavior and often reinforces the child's negative concept of school and teachers. Therefore, it should be used only after careful consideration, and it is often deleted in the intervention process.

Provide Individual Tutoring and Increase Stars

This intervention involves the teacher or aide devoting full time to individual instruction with the student. Such individual tutoring is not always possible for extended periods of time because of the needs of the other students, but it is the next logical step to take in order to help the child. It may also include doubling the number of stars given the child, or in some cases going back to giving a candy for each star.

Time Out

During the time-out intervention, the child is told that he cannot earn stars and must return to her room or go to the principal's office. Following this the child will return another day and no questions asked.

In selecting an intervention, it is evident that something is wrong. The engineered classroom philosophy does not dwell on "what is wrong with the student? but rather focuses on "what is wrong with the classroom environment?" Is it the nature of the task given the child? Is it the lack of a meaningful reward for learning? Is it because the structure imposed was an excessive demand associated with the task.

The Emotionally Disturbed Child in the Classroom, Frank M. Hewett. Allyn and Bacon, 1968, Boston.

IT STARTS IN THE CLASSROOM

The Public Relations Newsletter for Classroom Teachers
Published by National School Public Relations Association

October 1973

BEHAVIOR MODIFICATION: What It Is, How To Use It

The theory behind it: Behavior that is rewarded tends to be repeated; behavior that is not rewarded is not likely to be repeated. This approach is also called positive feedback, operant conditioning, reinforcement theory of learning. No matter what you call it, there are case studies to show that when it is applied correctly, it works

Here are some things you should know about this approach before trying it with your students:

1. The more quickly reinforcement follows the act, the more effective it will be.

2. Don't expect instant results. (However, you should see some behavior improvement in three or four days, if you have been consistent in your rewarding of a child's good behavior.)

3. Don't start with the idea of changing all of a child's inappropriate behavior at once. Behavior modification works best when you concentrate on one disruptive activity at a time (either running around the room, loud talk, or hitting classmates, for example).

4. So far, the method seems to work best in elementary, junior high, and middle schools. Senior high students are usually more "rewarded" by the approval of their peers than by the approval or other rewards given by teachers.

5. Keep in mind that all children don't respond to the same rewards or reinforcements. One student may beam with pleasure when you say "I'm proud of you," while another may cringe at the same words. What you may see as a reward (verbal praise before the class) may actually embarrass a child before his peers.

6. Vary the kinds of rewards you use, or they will lose their impact.

SOCIAL REINFORCERS

Social reinforcers involve the teacher's behavior--tone of voice, words of praise, giving attention, smiling, touching, and being near. Most teaching is based on the use of social reinforcers as the immediate consequence for good behavior. For example, the teacher says, "That's right", when Billy answers correctly. She may pat Aaron on the back for working well. She may tell Tony to bring his work to her to check when he is finished. In each of these examples, the underlined words are aspects of teacher behavior which can function as social reinforcers.

Social reinforcers are forms of behavior that act as reinforcing consequent stimuli. They include such things as words of praise, facial experessions, physical nearness, and physical contact. The first step in learning to be a good social reinforcer is to identify, study, and practice a variety of potential social reinforcers. This lesson simply provides an initial list. In the exercises, the student is expected to add to this list, tie appropriate social reinforcers to appropriate classroom behavior and situations, and to role-play using social reinforcers.

Praising Words and Phrases

good
that's right
excellent
that's clever
exactly
fine answer
good job
good thinking
thank you
I'm pleased with that
great

Facial Expressions

smiling
winking
nodding up and down

Nearness

walking among students
sitting in their group

Physical Contact

touching
patting head, shoulder, or back

SOCIAL PRAISE STATEMENTS

Which of these statements would you feel comfortable using? Check them.

____ A child has been working hard for 20 minutes to complete ten long division problems and he gets them all done correctly: "I saw you working hard on your arithmetic for 20 minutes. I've checked every problem and every one is right. And you know--your writing is really neat and clear."

____ "Jimmy watched carefully throughout the whole lesson. That's paying attention well."

____ "Mary is sitting up straight with her hands on her desk--ready to listen. She's going to be a good listerner."

____ "Aaron, you kept at that one for a long time and you finally got it. That's good working. When we work hard, we learn."

____ "Good listening."

____ "Clever answer."

____ "Good talking."

____ "That's what I call smart."

____ "Good sitting."

____ "I like the way you're sitting."

____ "I like the way you're watching the book and listening to me."

____ "Toni you are doing better in your arithmetic. You can help me collect the papers."

____ "That's right."

____ "Excellent."

____ "Exactly."

____ "Fine answer."

____ "Good job."

____ "Good thinking.'

____ "Thank you."

____ "I'm pleased with that."

____ "Great!"

____ "That shows a great deal of work"

____ "You really pay attention."

____ "You should show this to your parents."

____ "I like that."

____ "Show the class your picture."

____ "That's interesting."

____ "See how well Joan is working."

____ "Jimmy got right down to work after recess; he's going to finish on time."

____ "Let's all give John a round of appause."

____ "That was very kind of you."

____ "You are getting smarter."

____ "You are smart."

____ "You boys play together so well."

INFORMATIONAL FEEDBACK

You may feel more comfortable as an information-giver than as a praise-giver. You may want to tell the learner some objective information.

In which statement in each pair below does the teacher give information about the adequacy of performance without praising.

1. ____ a. "You read that paragraph without errors, John."

 ____ b. "You read that beautifully, John."

2. ____ a. "What good children you are today!"

 ____ b. "Everyone in class got 100 percent on spelling today."

3. ____ a. "No, train does not start with a c."

 ____ b. "That was a very good try, but you will have to listen more carefully."

You may want to give information about the adequacy of your learner's social behavior. It's more effective if it's specific.

Which statements below give more information to the student?

1. ____ a. "I like your sweater, Mary."

 ____ b. "That shade of blue in your sweater is very becoming, Mary."

2. ____ a. "A nice job, Darlene! You didn't spill one drop."

 ____ b. "That was very good Darlene."

3. ____ a. "That was gentlemanly, Mike, to let the girls go first."

 ____ b. "You're a good boy, Mike."

DIAGNOSIS AND REMEDIATION OF THE DISABLED READER

Eldon E. Ekwall

The Amount of Diagnosis Before Remediation Begun

One of the operational procedures facing personnel in the field of reading is whether it is better to do a great deal of diagnosis before remediation is begun or whether it is better to do only enough diagnosis to initiate remediation and then continue the diagnosis while teaching.

Proponents of a system of doing a great deal of diagnosis before beginning remedial procedures often argue that their method of operation is better because more information is available for planning a program of remediation. They also state that time may be wasted in doing unnecessary remediation, and that a thorough initial diagnosis provides a basis for measuring progress. They also believe that children with similar difficulties can be located and grouped for more efficient instruction.

Those who oppose doing a great deal of initial diagnosis before beginning remediation argue that children tend to become discouraged if too much initial testing is done. They also believe that diagnosis continued during remediation deals with the problem as the child sees it, and that when the diagnosis is continuous the remedial program is likely to be flexible.

I would suggest that the best method of operation lies somewhere between the two extremes with the observation of certain precautions. Some of these precautions are explained in the following.

Gather Enough Initial Diagnostic Information to Begin a Program of Remediation, But Make Sure the Program Remains Flexible.

DIAGNOSIS AND REMEDIATION OF THE DIABLED READER

Eldon E. Ekwall

Make the Disabled Reader Aware of His Progress

The disabled reader needs to be aware of his progress. To simply say, "You're doing better" is often not sufficient to convince the child that you are actually helping him. Just as a child's physical growth is not clearly noticeable to him, neither is his growth in reading. If you really wanted a child to "believe" that he was growing, you might be likely to mark a line on the wall when he was measured, and label it "John's height on February 20, 19--." A year later you could measure John and mark another line to show his year's growth. Most children would accept such evidence as proof that they were growing.

By seeing active growth in his own reading skills, the child is much more likely to be motivated. And the child who is aware of his progress is more likely to take an active interest in increasing his rate of progression.

DIAGNOSIS AND REMEDIATION OF THE DISABLED READER

Eldon E. Ekwall

Diagnosis and Remediation of Education Factors: ALPHABET KNOWLEDGE

A number of research studies have shown that letter knowledge is not necessarily a prerequisite for learning to read. On the other hand numerous studies have also shown that children who begin their schooling with a knowledge of the ABC's are more likely to become better readers than children who lack this knowledge. For some time this was taken to mean that letter knowledge was helpful or necessary in learning to read. Most authorities now agree, however, that knowledge of the ABC's, for entering school-age children, is simply indictive of a host of factors that are often conducive to learning to read. Among these factors are a natural potential for learning to read, educational level of parents, and good reading environment at home.

It should be stressed, however, that children who reach the middle or upper elementary grades without a thorough knowledge of the alphabet are quite likely to be disabled readers. It should also be stressed that, although children can learn to read without being able to identify the name of each letter, it becomes a difficult task in most classrooms simply because of communication problems. Furthermore, children who cannot distinguish a b from a d or a q from a p are likely to encounter a great deal of difficulty in learning to read. For these reasons a check on children's knowledge of the alphabet should be included as a regular part of the diagnosite procedure.

Beginning teachers and inexperienced diagnosticians are likely to take it for granted that children in the middle and upper grade levels possess a thorough knowledge of the alphabet. Testing at this level soon reveals, however, that a rather large percent of disabled readers still experience difficulty in this area. Since the diagnosis for alphabet knowledge is so quick and simple, it should be included as one of the beginning procedures.

One procedure that is relatively easy is to put the letters of the alphabet on two cards approximately 5in. x 8in., Put the lower case alphabet on one card and the upper case alphabet on the other. On one side of the card you may wish to type the letters with a primary typewriter or print them by hand. On side two of the card you can then reproduce what is on side one plus any directions you may wish to look at while the child looks at side one. It is also better to put the letters in random order since some children will have learned the alphabet song or will have simply learned the alphabet in order which would, in turn, make it appear as though they know a letter that, in reality, they do not know.

Another procedure that you may wish to use instead of or in addition to that described above is to ask the child to write the alphabet. After he finished you may wish to ask him to write any omitted letters or any he appeared to have difficulty with while writing them.

DIAGNOSIS AND REMEDIATION OF THE DISABLED READER

Eldon E. Ekwall

Use Materials Appropriate to the Needs of the Child

The reading program in many classrooms is dictated by the kinds of materials found within each classroom. This sort of situation is not desirable even in a developmental reading program, but it is completely intolerable in remedial reading. Excellent reading materials are no better than poor materials if they are not appropriate to the needs of the learner. Many remedial reading programs have failed because an untrained teacher simply gave the disabled reader "more of the same."

The remedial reading teacher must remember that her students are, for the most part, weak only in certain areas and that the weak areas must receive special attention. For example a readily available book designed to improve a child's comprehension skills is of little value to a child who is experiencing problems with word-attack skills.

Teachers and administrators should be extra cautious when buying materials to be used in remedial reading. Some materials attempt to do too many things to be really worthwhile in any one area of difficulty. For example, materials that attempt to enrich vocabulary, improve comprehension, and improve word-attack skills in each lesson are likely to be of questionable value in remedial reading since a child is more likely to need an intensive saturation in one area rather than a well-rounded program of reaching each of these three skills. Educational research has also shown that many of the devices designed to speed up reading are of questionable value in developmental reading and may very well be detrimental to a disabled reader. In most cases there is simply no valid reason for using them. Materials appropriate for the remedial reading classroom should contain lessons which are designed to remedy specific reading difficulties.

DIAGNOSIS AND REMEDIATION OF THE DISABLED READER

Eldon E. Ekwall

Tachistoscope

As stated, earlier words should usually be taught in context; however, a tachistoscope presentation of words and phrases is also helpful for some students. Tachistoscopic presentations of words a student often confuses can be helpful in imporoving his ability to note details of configuration useful for identification. For example, for the student who confuses words such as "that" and "when" a few sessions with a tachistoscopic presentation of these words mixed in with other more familiar combinations can be extremely helpful.

Testing Materials

98

DIAGNOSTIC CHECK LIST Date__________

________________ had difficulty in the following areas:

ALPHABET: ______________________________

CAPITAL LETTERS: ______________________________

SMALL LETTERS: ______________________________

SIGHT WORDS: ______________________________

INITIAL CONSONANT SOUNDS: ______________________________

SINGLE CONSONANT IN FINAL POSITION: ______________________________

INITIAL CONSONANT BLENDS: * ______________________________

SHORT VOWELS: ______________________________

LONG VOWELS: * ______________________________

ENDINGS: * ______________________________

COMPOUND WORDS: * ______________________________

COMMENTS: ______________________________

____

____

____

*WILL TEST IN JANUARY

READING PLACEMENT EXAMINATION

M. W. SULLIVAN

BEHAVIORAL RESEARCH LABORATORIES [illegible]

BEST COPY AVAILABLE

ADMINISTERING THE PLACEMENT EXAM

The manuals for the Sullivan Reading Program contain complete instructions for administering this exam.

If no manual is at hand, simply read through the sample page with your students. Explain that they are to fill in all missing letters. Then tell them to start on page 1.

Allow the students 15 minutes of working time.

SCORING THE PLACEMENT EXAM

Don't try to arrive at a total score for the exam. Just glance through it to find the spot where each student makes his second error. The number of the test on which this error is made tells you where he should start in the program.

Thus if a student makes his first error in Test 1 and his second in Test 3, he will start working in Book 3.

The 4 books of the Readiness Program are designated by letters. If the student makes his second error in Test D, he will begin in Book D.

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BOX 577 · PALO ALTO, CALIFORNIA 94302

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SAMPLE PAGE

m__n

a ha__

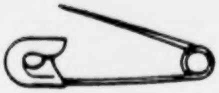
a cat on a __ed

run

x Nan can r__n.

Sam c__n fry a __am.
His pa__ is h__t.

TEST A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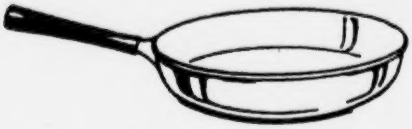
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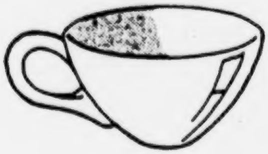
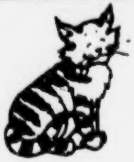

c__p

d__t

TEST B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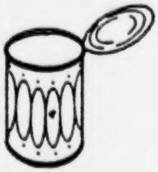
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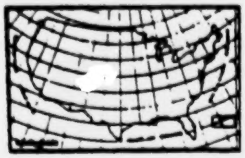
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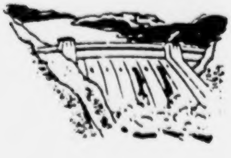
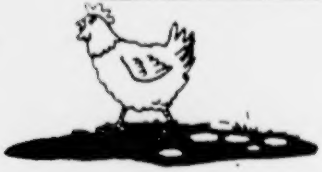

da__

TEST C



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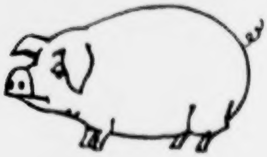

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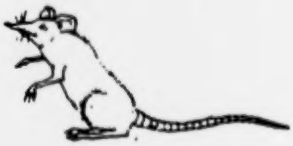
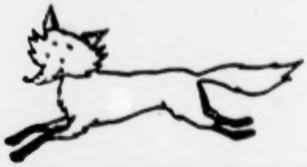


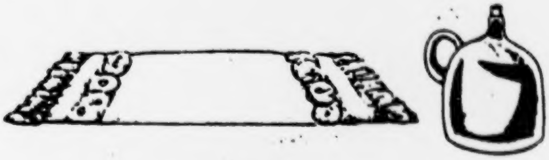
__at



__ox

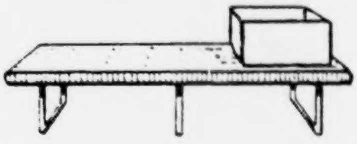
TEST D

a h__t bun



a rug __nd a jug

a fox in a n__t



a box __n a cot

TEST 1

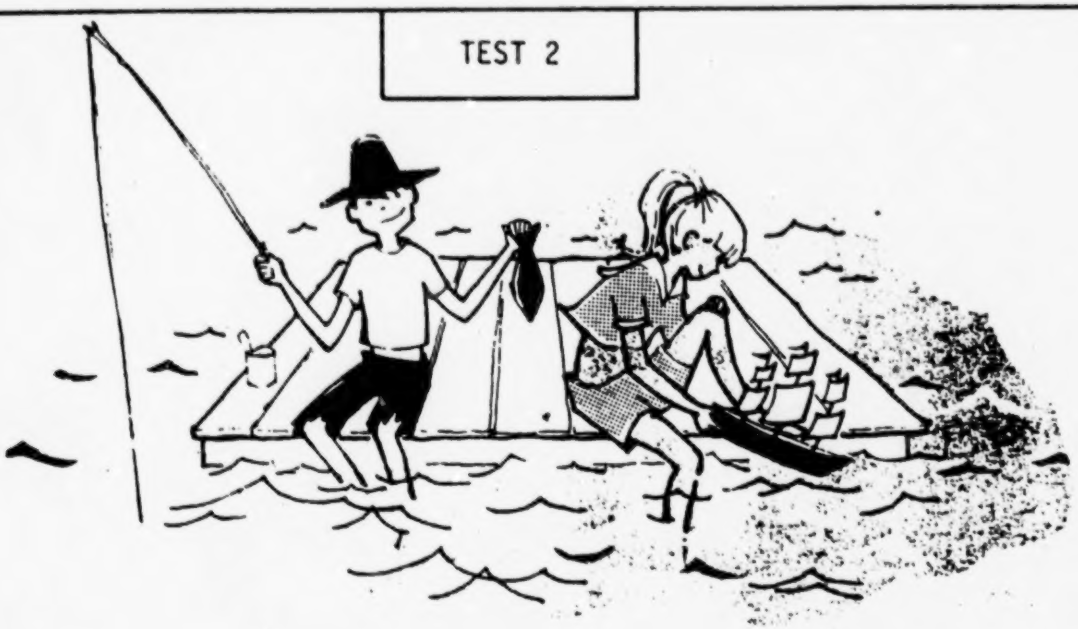
Sam is w__t.

A bat can fl__.

Ned sat __p in bed.

A fox bit a tin man on the le__.

TEST 2



Bob and Pam sat on a r__ft. Bob
had a fi__ __ in his __and.
Pam had a sh__p.

PLACEMENT GUIDE

FOR

THE MOTT BASIC LANGUAGE SKILLS PROGRAMS

Published by

ALLIED EDUCATION COUNCI

Galien, Michigan 49113

· 106

For Books 1300 or 300A

I. Letter Recognition

Circle the letter below the line which matches the one above the line:

s	d	r	t	m	b
h s e r c	s t d p g	f q a r n	d j l t x	w m n p h	a b c p d
p	j	q	e	n	g
b h p d j	t j d k i	u o p e q d	i c s x e o	n o w u m	j y b f g

II. Alphabet

Write the alphabet in capital letters: ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Write the alphabet in small letters: ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

For Books 1301 or 300A

III. Beginning Consonant Recognition

Write the first letter of each word which I will read to you:

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___
16. ___
17. ___
18. ___
19. ___
20. ___

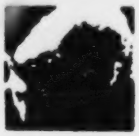
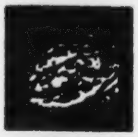
IV. Ending Consonant Recognition

Write the last letter of each word which I will read to you:

1. ___
2. ___
3. ___
4. ___
5. ___
6. ___
7. ___
8. ___
9. ___
10. ___
11. ___
12. ___
13. ___
14. ___
15. ___
16. ___
17. ___
18. ___
19. ___
20. ___

Written Placement for Book 1302 or 300A

Have student circle the word which matches the picture:

	big	[✓ bag]	bog		pig	peg	pug
	rat	rot	rit		mat	mop	map
	bid	bad	bed		dog	did	dig
	men	met	mew		nun	now	nut
	tin	pit	pin		cap	cop	cup

Oral Placement for Book 1302 or 300A

Have Student read words aloud:

Short vowel sounds and Sight Words

mad	____	bud	____	made	____
pet	____	how	____	was	____
fit	____	hum	____	put	____
box	____	job	____	where	____
cub	____	lid	____	are	____
tab	____	set	____	for	____
web	____	map	____	bad	____
bib	____	what	____	kid	____
who	____	this	____	pup	____
got	____	bag	____	are	____

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How to Use the Placement Guide

for

The Mott Basic Language Skills Program

The Placement Guide is an informal screening device for placing students in the Mott Basic Language Skills Program. For more complete analysis of reading skill deficiencies, use Book 160-WORD ATTACK SKILLS - AR 1520.

Note: It is not necessary to know the letters in alphabetical order when learning to read. However, since this knowledge will be needed before beginning the Mott 1600 or 600 Series, the student may learn the correct sequence while studying other Mott 1300 or 300 reading skills.

Page 1. for Books 1300 or 300A

I. Letter Recognition: Show students how to circle the letter below the line which matches the letter above the line.

II. Alphabet: Have the students write the capital and small letters in the space provided.

III. Beginning Consonant Recognition: Read the following words aloud to the student. Have him write the letter with which the word begins:

1. suitcase
2. belt
3. carrot
4. tomato
5. peanut
6. mitten
7. fence
8. handkerchief
9. doughnut
10. railroad
11. lettuce
12. garden
13. washer
14. needle
15. kangaroo
16. January
17. vest
18. yarn
19. zebra
20. double

IV. Ending Consonant Recognition: Read the following words aloud to the student. Have him write the letter with which the word ends:

1. pencil
2. weather
3. print
4. milk
5. leaf
6. bread
7. flag
8. box
9. lemon
10. soap
11. miss
12. web
13. inform
14. sink
15. clam
16. rabbit
17. garden
18. jacks
19. instrument
20. mermaid

Page 2 Written Placement Have the student circle the word which matches the picture.

Oral Placement When he has completed the written placement section, have the student read aloud to you the words in the bottom section. If he mispronounces or does not know the word, record the incorrect answer.

The student will continue until the teacher observes two or more incorrect answers on any page. The student should then be placed in the Mott book designated on that page

The average time to administer this Placement Guide is 10 - 15 minutes.

ALL LEARNERS WHO COMPLETE THE EXERCISES IN THIS GUIDE SATISFACTORILY SHOULD BE STARTED IN SEMI-PROGRAMED SERIES BOOK 1607 OR CLASSROOM SERIES BOOK 600A.

THE MOTT BASIC LANGUAGE SKILLS PROGRAM
INDIVIDUALIZED
PLACEMENT GUIDE*
for

Student ______________________________ Date ______________

Placement for Semi-programed Series

___ Book 1300

___ Book 1301

___ Book 1302

___ Book 1303

___ Book 1304

___ Book 1305

___ Book 1306

___ Book 1607

Placement for Classroom Series

___ 300A

___ 300B

___ 600A

COMMENTS:

____
Instructor

*For instructions, see page

The Word Recognition Test

The Word Recognition Test is an individual test which gives an estimate of each pupil's oral reading fluency. Two forms of this test, A and B, are available in separate packages of 35 to a package.

This test consists of 20-word samples at each reading level, from pre-primer through fourth grade. For the pre-primer through the third-2 level, the sample words were taken from the Bucks County graded vocabulary study of *1185 Common Words* (in Betel, 1968) found in five major basal readers. In this study, it was found that the following numbers of words were common to three of the five readers at the levels indicated:

PP	*P*	*1-2*	*2-1*	*2-2*	*3-1*	*3-2*
41	67	124	152	207	283	311

In compiling the test lists for each of these levels, the total number of common words was divided by 20 to determine which random words to select. For example, every second word was taken at the pre-primer level and every third word at the primer level.

The words for the fourth grade list were selected in a random sampling from the *Teacher's Word Book of 30,000 Words* (Thorndike, Lorge, 1944), meeting the Thorndike-Lorge standard of 20-49 occurrences per one million words. The first word within this standard appearing on every tenth page of Thorndike-Lorge was used, with the following exceptions: (1) proper names, (2) monosyllabic words, (3) derived forms of base words that are on the *1185 Common Words* list, and (4) compounds of simple words on the *1185 Common Words* list. If a word did not appear on the tenth page meeting all specifications, the first such word on the following page was used.

Reading levels on the Word Recognition sheets used by pupils are labeled A, B, C, etc., instead of pre-primer, primer, 1-2, etc., to avoid frustrating pupils who place far below grade level. Word Recognition Test scoring sheets do indicate the actual reading levels.

Giving the Test

Give the Word Recognition Test to each pupil out of the hearing range of others. If possible have the pupil begin at the level at which he is likely to have 100% correct. Ask him to read the list from the card in the Examiner's Kit, and continue testing until he falls below 70% *on two successive levels.*

If there is no indication of a pupil's level, have him begin with the pre-primer list, explaining that he probably knows all these words.

Scoring the Test

Since there are 20 words at each level, count 5 points for each error. The types of errors are:

1. mispronunciations (*lick* for *like, bo-at* or two syllables, for *boat*)
2. substitutions (*cat* for *kitten, house* for *home*)
3. refusals (five seconds or more delay in recognition)

Words corrected by a pupil and hesitations up to five seconds are not considered as errors. However, more than several such responses at any level are indicative of insecurity and should be considered when establishing the pupil's reading level.

As the pupil reads the lists from the card, use a Word Recognition Scoring Sheet (separate packages of 35 each available for A and B tests) to record each pupil's performance. Place a check mark in the response column for each word read correctly. Use the following codes for other responses:

Response	*Test Word*	*Code*
Mispronunciation	boat	M bo-at
Substitution	father	S daddy
Refusal (after five seconds)		R

Those who pass the Grade 4 reading list should be marked 4+, with an indication of the percentage of accuracy in parenthesis for example, 4+ (70), 4+ (95), etc. The reading level of these pupils is determined by the Word Opposites Test.

See the Table of Standards on page 20 for determining the ratings on the Word Recognition Test. Also record the percentage of accuracy on the Class Summary Sheet (included in the Examiner's Kit).

BEST COPY AVAILABLE

Instructional Level(s)

There are two criteria for determining Instructional Level(s) in any material (basic books, newspapers, magazines, etc.):

1. the ability to recognize and correctly pronounce at least 95% of the running words in oral reading on the average;
2. the ability to comprehend at least 75% of the ideas on the average.

Because the Botel Reading Placement Tests are made up of isolated words rather than running words, instructional level is determined somewhat differently. Empirical studies of performance in books and on the Botel Tests result in the following equivalents to the criteria above:

1. the pupil can recognize and pronounce 70%-90% of the words in the Word Recognition Test;
2. the pupil can score 70%-80% of the items of the Word Opposites Test.

Needless to say, the results of the Word Recognition and Word Opposites tests are to be regarded only as estimates of instructional level. Thus, administration of the tests might be considered Step 1 of a three-step sequence for the proper placement of pupils. In Step 2 you actually place pupils in books at the level suggested by the tests to determine if the placement is appropriate, based on the criteria mentioned above. This may take one or more sessions of classroom observations. In some instances it will be evident that pupils should be reading books which are easier or harder than the level suggested by the tests. Step 3 is the continuous evaluation of the appropriateness of materials for the pupils. Whenever a pupil demonstrates greater reading fluency and comprehension than his tested level, he might be allowed to try harder materials. If, on the other hand, he is less fluent or has less understanding than his tested level, he should be placed in easier material.

The Frustration Level

A pupil is at his Frustration Level when he is trying to read books that are too difficult for him.

You can recognize the Frustration Level when the pupil performs as follows in his textbooks:

1. He mispronounces, refuses to pronounce, or fails to recognize more than 5% of the running words (in the Botel Word Recognition Test, this is the level at which he scores below 70%).
2. He shows less than 75% comprehension after silent reading of the material (in the Botel Word Opposites Test, this is the level at which he scores below 70%).
3. He has both of the above reading problems.

When pupils are "reading" at the Frustration Level, they usually:

1. dislike reading
2. show anxiety in reading situations
3. read orally with poor intonation
4. point to words as they read them
5. make poor contributions to class discussions
6. have poor work habits.

Word Attack Skills

At every grade level you will find many pupils who are inadequate in "sounding out" words in their listening and speaking vocabularies. Pupils need to learn how the 43 basic sounds in our language are represented by the 26 letters.

Pupils who do not learn to use phonics efficiently are crippled in reading generally. Many never get beyond the second- and third-grade reading levels.

Before you can help your pupils, you must identify, through a phonics test, the sound-letter relationships they know and those with which they are not familiar. Following this you can more easily pinpoint the instructional and learning tasks.

BOTEL READING INVENTORY **A**

Word Recognition Scoring Sheet

Directions: Use the following codes in response column:

correct word	√	
mispronunciation	M	(and word said)
substitution	S	(and word said)
refusal (after 5 seconds)	R	

To get percentage of accuracy, multiply number of errors by 5 and deduct total from 100.

Pupil__________________________________

Date__________________________________

Instructional Levels________________________

Teacher________________________________

	A *(Pre-Primer)*		**B** *(Primer)*		**C** *(First)*	
	Word	*Response*	*Word*	*Response*	*Word*	*Response*
1.	a	________	all	________	about	________
2.	ball	________	at	________	as	________
3.	blue	________	boat	________	be	________
4.	come	________	but	________	by	________
5.	father	________	do	________	could	________
6.	get	________	duck	________	fast	________
7.	have	________	find	________	friend	________
8.	house	________	girl	________	guess	________
9.	in	________	he	________	hen	________
10.	it	________	kitten	________	how	________
11.	little	________	like	________	long	________
12.	make	________	now	________	mitten	________
13.	mother	________	out	________	never	________
14.	not	________	put	________	old	________
15.	play	________	saw	________	party	________
16.	ride	________	stop	________	sat	________
17.	see	________	thank	________	some	________
18.	to	________	there	________	tell	________
19.	want	________	three	________	tree	________
20.	will	________	train	________	walk	________
	Score	____%	**Score**	____%	**Score**	____%

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ISBN 0-695-2 **0862**-4

D *(Second–1)*

	Word	Response
1.	across	
2.	balloon	
3.	best	
4.	burn	
5.	care	
6.	coat	
7.	dress	
8.	fire	
9.	gone	
10.	knew	
11.	miss	
12.	off	
13.	pig	
14.	right	
15.	shall	
16.	six	
17.	table	
18.	together	
19.	turn	
20.	wood	

Score ____%

E *(Second–2)*

Word	Response
above	
bakery	
broke	
clown	
done	
face	
flew	
grass	
heavy	
joke	
leave	
most	
pass	
pumpkin	
rode	
sell	
sorry	
strong	
third	
wet	

Score ____%

F *(Third–1)*

Word	Response
able	
block	
child	
daddy	
edge	
fix	
half	
Indian	
lot	
mind	
north	
pile	
pour	
rich	
secret	
silver	
squirrel	
teeth	
trap	
watch	

Score ____%

	G *(Third–2)*		**H** *(Fourth)*	
	Word	*Response*	*Word*	*Response*
1.	act	________	abandon	________
2.	beach	________	armor	________
3.	bounce	________	borrow	________
4.	chance	________	chimney	________
5.	cottage	________	costly	________
6.	distance	________	digest	________
7.	except	________	encounter	________
8.	fog	________	flourish	________
9.	hoof	________	guilty	________
10.	journey	________	imperial	________
11.	lever	________	junior	________
12.	nod	________	majesty	________
13.	peak	________	naval	________
14.	quite	________	papa	________
15.	scared	________	preparation	________
16.	shoot	________	release	________
17.	spill	________	security	________
18.	stupid	________	speaker	________
19.	ticket	________	telegram	________
20.	wire	________	underneath	________
	Score	____%	**Score**	____%

Word Recognition Test--(CARD 1)

A	B	C
a	all	about
ball	at	as
blue	boat	be
come	but	by
father	do	could
get	duck	fast
have	find	friend
house	girl	guess
in	he	hen
it	kitten	how
little	like	long
make	now	mitten
mother	out	never
not	put	old
play	saw	party
ride	stop	sat
see	thank	some
to	there	tell
want	three	tree
will	train	walk

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D

across
balloon
best
burn
care

coat
dress
fire
gone
knew

miss
off
pig
right
shall

six
table
together
turn
wood

E

above
bakery
broke
clown
done

face
flew
grass
heavy
joke

leave
most
pass
pumpkin
rode

sell
sorry
strong
third
wet

F

able
block
child
daddy
edge

fix
half
Indian
lot
mind

north
pile
pour
rich
secret

silver
squirrel
teeth
trap
watch

Word Recognition Test--(CARD 2)

G

act
beach
bounce
chance
cottage

distance
except
fog
hoof
journey

lever
nod
peak
quite
scared

shoot
spill
stupid
ticket
wire

H

abandon
armor
borrow
chimney
costly

digest
encounter
flourish
guilty
imperial

junior
majesty
naval
papa
preparation

release
security
speaker
telegram
underneath

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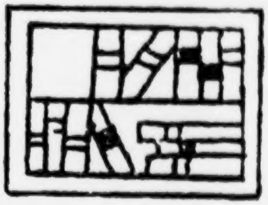
56968

Teaching Materials

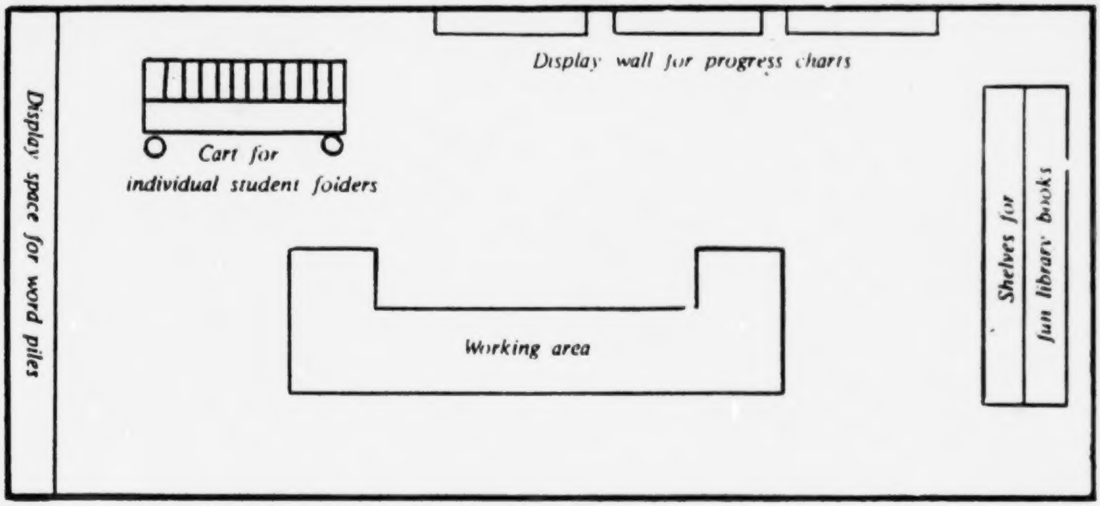
Daily Accomplishment Sheet



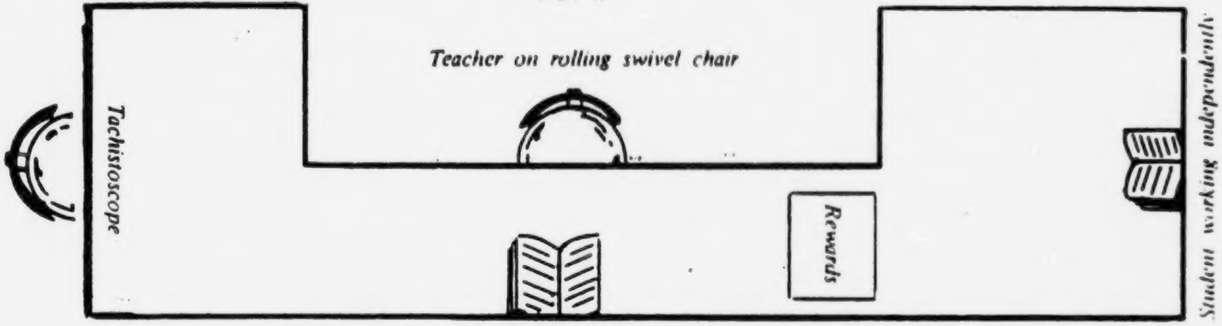
____
NAME

	CONTACT TIME						
DEPENDENT	WORD LIST						
	COMP. ______						
	SERIES "C"						
	MOTT ______						
	"T" SCOPE						
INDEPENDENT	TRACKING						
	COMP. ______						
	BRL BOOK ______						
	BOOK HOMEWORK						

Classroom Arrangement

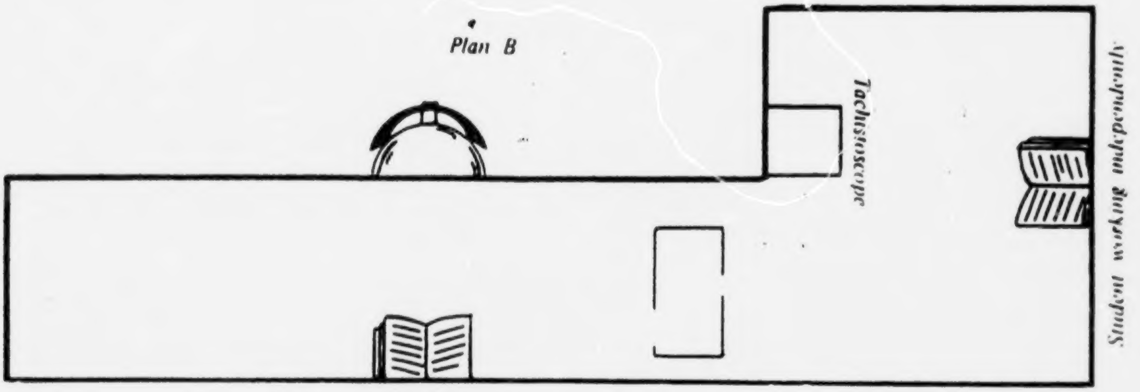

Display wall for progress charts
Cart for individual student folders
Display space for word piles
Working area
Shelves for fun library books

Plan A


Teacher on rolling swivel chair
Tachistoscope
Rewards
Student working independently

Student working dependent tasks with teacher

Plan B



Student working dependent tasks with teacher

Plan B utilizes station approach with children moving during the session

5 MAIN TASKS AND RATIONALE

TRACKING Symbol-Primary-Visual

a. visual sequencing development
b. auditory sequencing development
c. attention task
d. left-right eye progression
e. visual acuity

MOTT BASIC LANGUAGE SKILLS PROGRAM (Regular and Semi-programmed)

a. eliminates confusion through structural progression of reading development
b. amenable to individual pacing and need
c. heavy stress on short vowels even when student has progressed to blends and beyond
d. built in discrimination tasks

SULLIVAN MATERIALS FROM BRL

a. reinforces vowel sounds
b. high sucess oriented
c. stresses word analysis
d. perceptual and word analysis development as oppesed to reading
e. also can be paced individually
f. quickly allows child to succeed at an independent level and furnishes books the child can take home to "prove" he is reading

TACHISTOSCOPE

a. development of visual recall and discrimination
b. instant sight vocabulary development
c. individual and high success oriented
d. adaptable to "word banks", "experience vocabulary", games, etc.

COMPEHENSION (Loft Skill Text Series-SRA-Readers Digest-New Practice Readers)

a. higher comprehension skills
b. semi-independent for classroom generalizations
c. supplies concentration of high interest material to comprehension skill area of greatest need

OTHER SPECIALIZED TASKS

SERIES C-WORD AND PARAGRAPH COMPREHENSION EXERCISES
DOREN DIAGNOSTIC
FITZHUGH PROGRAM (perceptual training)
DLM TAPES AND EXERCISES (auditory Perceptual Training)
TARGET READING SKILLS-TAPES AND EXERCISES (Auditory and Visual Training)
PAPERBACK CLASSROOM LIBRARY (for reading and other low level high interest readers)
BOOK 2 THE SOUNDS OF THE LETTERS (MCGRAW HILL)

Readiness - pre-alphabet		Symbol Tracking
Alphabet - visual discrimination		Letter Tracking
Blends and word elements		Vis-Aural Discri
Phrases and sentences		Cues & Comprehen
Readiness - Symbol - Sounds - a-i-o-u	1st thru 3rd	Sullivan Book A
Short vowels - a-e-i-o-u - simple words correlate (1302(300A)		" " B
Short vowels - a-e-i-o-u - simple words correlate (1302(300A)		" " C
Short vowels in sentences - correlate with(1302(300A)		" " D
Short vowels in sentences - correlate with (1302(300A)		" " 1
Short vowels - blends - endings - correlate with (1303(300A)		" " 2
More blends and endings correlate with (1303(300A)		" " 3
"R" controlled - spr - correlates with (1304(300B)		" " 4
"R" controlled - ay - ow, etc. correlates with (1304 & 1305(300B)	4th thru 6th	" " 5
Long vowels, "e" at end correlates with (1305(300B)		" " 6
"oo" - "ee" correlates with (1305(300B)		" " 7
correlates with (1306(300B)		" " 8
correlates with (1306(300B)		" " 9
Informal Screening		Placement Exam
Comprehension - 1st thru 3rd grade		Series C
Comprehension - 4th thru 6th grade		Series F
Pre-reading - matching letters / Likesness & Differences	1st thru 3rd	Head Start Mott 130
Level 1.5-2.0 consonant sounds (beginning-middle-end)		" 1301
Level 2.0-2.7 short vowels practice		130
Level 2.7-3.5 "K" sound/suffixes/"ch" sound/word endings		" 130
Level 3.5-4.0 double vowels "R" controlled/"ow -oy"	4th thru 6th	" 130
Level 4.0-4.5 short vowels with final "e"/long vowels/endings		" 130
Level 4.5-5.0 variant sounds/silent letters		" 130
Level 1.2-3.5		" 300
Level 3.5-5.0		" 300
Informal Screening		Placement Guide

Estimated quantities based on 30 students

Each room will need the following regardless of grade level.

Publisher	Items	Quantities	Price
Lafayette Instrument	Tachistoscope	1 per room	139.00
Jonson Specialties	Treasure Chest	1 per room	13.20
Any Office Supply Co.	Blank 5 X 8 file cards 1,000 per box	3 boxes	10.95
" "	Gum Stars Small and large	2 cartons 12 boxes per carton	3.00
" "	Manila Envelopes 10 X 13	1 box	16.70
" "	File Folders	1 box	6.75
" "	Stop Watch	1 per room	25.00
* Educational Reading Service	Paperback Classroom Library (100 Titles) Choose appropriate Level	1 box	
	Kindergarden		92.96
	1st. grade		95.83
	2nd. grade		88.81

* optional - only if none other is available

ADDRESSES FOR CLASSROOM MATERIALS

PUBLISHER	MATERIAL
Allied Education P. O. Box 78 Galien, MI 48113	Mott
Ann Arbor Publishers P. O. Box 388 Worthington, OH 43085	Tracking
Barnell Loft, Ltd. 958 Church Street Baldwin, NY 11510	
Behavioral Research Lab Box 577 Palo Alto, CA 74320	Sullivan
Jonson Specialties Department T-475 Cedarhurst, NY 11516	Treasure Chest
McGraw Hill Manchester Road Manchester, Mississippi 63011	Book 2 Sounds of Letters
Educational Reading Service 320 Rt. 17 Mahwah, NJ 07430	Paperback Library
Lafayette Instrument Co. Box 1279 Lafayette, IN 47902	T-Scope
Science Research Ass. 155 N. Wacker Chicago, IL 60606	

OAKLAND SCHOOLS
Reading & Language Center
DOLCH BASIC WORD LIST

Preprimer

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. funny
12. go
13. help
14. here
15. I
16. in
17. is
18. it
19. jump
20. little

Preprimer

21. look
22. make
23. me
24. my
25. not
26. one
27. play
28. red
29. run
30. said
31. see
32. the
33. three
34. to
35. two
36. up
37. we
38. where
39. you

OAKLAND SCHOOLS
Reading & Language Center
DOLCH BASIC WORD LIST

Primer

1. all
2. am
3. are
4. at
5. ate
6. be
7. black
8. brown
9. but
10. came
11. did
12. do
13. eat
14. four
15. get
16. good
17. have

Primer

18. he
19. into
20. like
21. must
22. new
23. no
24. now
25. on
26. our
27. out
28. please
29. pretty
30. ran
31. ride
32. saw
33. say
34. she

Primer

35. so
36. soon
37. that
38. there
39. they
40. this
41. too
42. under
43. want
44. well
45. went
46. what
47. white
48. who
49. will
50. with
51. yellow

OAKLAND SCHOOLS
Reading & Language Center
DOLCH BASIC WORD LIST

First

1. after
2. again
3. an
4. any
5. as
6. ask
7. by
8. could
9. every
10. fly
11. from
12. give
13. going
14. had
15. has
16. her
17. him
18. his
19. how
20. just
21. know

First

22. let
23. live
24. may
25. of
26. old
27. once
28. open
29. over
30. pot
31. round
32. some
33. stop
34. take
35. thank
36. them
37. then
38. his
39. walk
40. were

41 when

OAKLAND SCHOOLS
Reading & Language Center
DOLCH BASIC WORD LIST

Second

1. always
2. around
3. because
4. been
5. before
6. best
7. both
8. buy
9. call
10. cold
11. does
12. don't
13. fast
14. first
15. five
16. found
17. gave
18. goes
19. green
20. its
21. made
22. many
23. off

Second

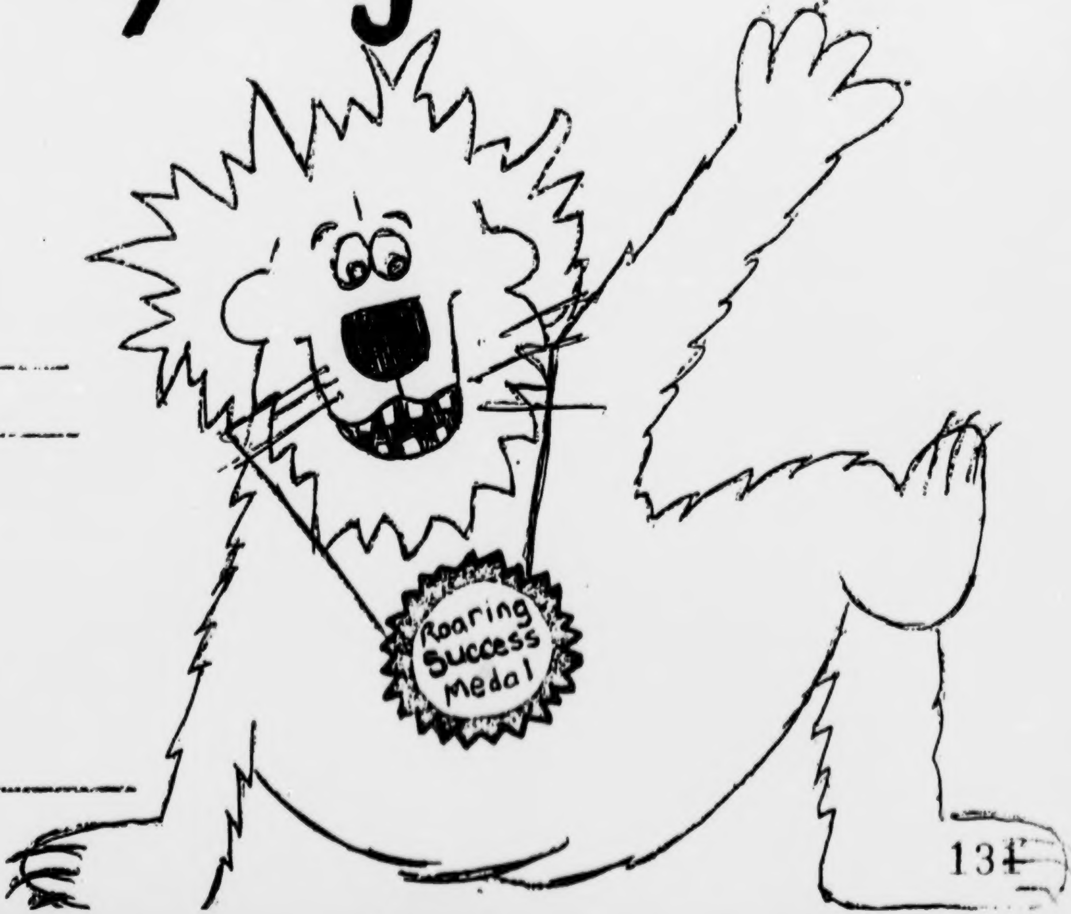
24. or
25. pull
26. read
27. right
28. sing
29. sit
30. sleep
31. tell
32. their
33. these
34. those
35. upon
36. us
37. use
38. very
39. wash
40. which
41. why
42. work
43. would
44. write
45. your

No "Lion" I've Been Trying

This special Achievement Award is being presented

to: ____________________

for: ____________________



date ______________

official Signature ______________

WORD COMPREHENSION AND PARAGRAPH COMPREHENSION EXERCISES

SERIES C

NAME ______________ (last) ______________ (first) ______________ (initial)

TEACHER ______________ AGE ______

SCHOOL ______________ ______________ GRADE ______

	WORD COMPREHENSION			PARAGRAPH COMPREHENSION		
EXERCISES	DATE	SCORE	TIME FOR COMPLETION	DATE	SCORE	TIME FOR COMPLETION
Exercise I			40 minutes			40 minutes
Exercise II			30 minutes			36 minutes
Exercise III			20 minutes			33 minutes
Exercise IV			15 minutes			30 minutes

BRL *BEHAVIORAL RESEARCH LABORATORIES*

WORD COMPREHENSION

Read the first part of each sentence. Then read all the words below it. Circle the word that completes the sentence best.

Sample A:

The day after Sunday is –

Tuesday **Saturday**
Friday **Monday**

If you are not sure of the answer, try each word at the end of the sentence. "The day after Sunday is Tuesday." Is that correct? No. And the day after Sunday is not Saturday or Friday. The correct answer is, "The day after Sunday is Monday."

Sample B:

A top can –

spin **walk**
talk **turn**

You may not be sure you know the correct answer, but you do know that a top cannot walk or talk. You know the correct answer must be **spin** or **turn**. Even if you don't know that the correct answer is spin, make a *choice* and circle **spin** or **turn**. Whenever you are not sure you know the correct answer, do your best and circle one of the words.

(1) A car has four –

wheels **shells**
heels **wells**

(2) A ball is –

round **flat**
square **crooked**

(3) A big wall that holds back water is called a –

jam **tap**
fence **dam**

EXERCISE II

(4) You tie a package with a –

string **spring**
pin **stamp**

(5) Boy scouts sleep in the woods in a –

ton **ship**
tent **plane**

(6) A girl gets married. She is a –

bird **bridge**
bride **son**

(7) Which word does *not* rhyme?

fur **her**
purr **here**

(8) We write with a –

rope **park**
cup **pen**

(9) To cook a cake, you –

boil it **bake it**
stew it **roast it**

(10) A name for a pig is a –

pony **dog**
ram **hog**

(11) We eat ham with a –

glass **hat**
lark **fork**

(12) When they come out of the egg, chicks –

match **hatch**
swim **branch**

(13) We cook our meals on a –

table **sink**
cabinet **stove**

WORD COMPREHENSION
AND
PARAGRAPH COMPREHENSION
EXERCISES

SERIES C

NAME ______________ (last) ______________ (first) ______________ (initial)

TEACHER ______________ AGE ______

SCHOOL ______________ GRADE ______

	WORD COMPREHENSION			PARAGRAPH COMPREHENSION		
EXERCISES	DATE	SCORE	TIME FOR COMPLETION	DATE	SCORE	TIME FOR COMPLETION
Exercise I			40 minutes			40 minutes
Exercise II			30 minutes			36 minutes
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Exercise IV			15 minutes			30 minutes

BRL BEHAVIORAL RESEARCH LABORATORIES

PARAGRAPH COMPREHENSION

Read the paragraph carefully. Then read the group of word choices with the same number as each blank. Circle the word that fits best in the blank.

Sample A:

At night, when it is dark, people sleep. It is dark ___(1)___.

(1) in the day   at night
in the sunlight   at noon

If you read the paragraph carefully, you will see that it tells you, "At night, when it is dark." So you know that the correct answer is, "It is dark **at night**."

Sample B:

You have 10 fingers and 10 toes. You have ___(1)___ fingers on each hand, and ___(2)___ toes on each foot.

(1) 10   2
5   4

(2) 6   5
1   10

If you have 10 fingers on 2 hands, how many fingers do you have on one hand? You can count them if you need to, but you should know that the correct answer is 5. And you also have 5 toes on each foot.

Tom went to the circus. He was scared by the lions and tigers, but he laughed at the clowns.

The lions and the tigers are ___(1)___.

(1) pets   tame
birds   wild animals

The clowns are ___(2)___.

(2) funny   sad
mad   bad

EXERCISE II

We go to class when the bell rings. We know it is time for class when we ___(3)___ the bell.

(3) see   smell
hear   touch

The big man could lift the heavy log. He was very ___(4)___.

(4) weak   strong
soft   small

Don rode a white horse, and Dan rode on a brown pony. The two ___(5)___ were going along the sandy beach, and their horses' hoofs left ___(6)___ in the wet ___(7)___.

(5) boys   girls
cars   trucks

(6) waves   fish
tracks   horses

(7) grass   sand
street   road

Tom's dad made him a go-cart. He nailed boards together and put on 4 wheels. He hit the ___(8)___ with a ___(9)___.

(8) nails   car
string   pins

(9) saw   stick
spoon   hammer

John got 10 cents for cutting the lawn. He raked the cut ___(10)___ into a pile. He worked fast because he wanted to buy candy with his ___(11)___.

(10) branches   flowers
grass   glass

(1) dime   quarter
nickel   dollar

Answers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																									
2																									
3																									
4																									

GETTING THE MAIN IDEA

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1																									
2																									
3																									
4																									

Name ______________________________

BEST COPY AVAILABLE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	2
6																				
5																				
4																				
3																				
2																				
1																				

NAME ____________________

S.R.A.
AQUA
PURPLE

NEW PRACTICE READERS BOOK A __________
Testing Yourself A B C D E F G H

1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________

1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________
1. ________________
2. ________________
3. a b c d
4. yes no dns
5. yes no dns
6. ________________

A
HEAD START
FOR READING

MOTT BASIC LANGUAGE SKILLS PROGRAM—BOOK 1300 a b c d e f g

g g g g g g g g g

g g g g g g g g g

g g g g g g g g g

• • • • • • • • •

A B C D E F G | A

a b c d e f g | a

B C D E F G | A B

b c d e f g | a b

A
HEAD START
FOR READING

MOTT BASIC LANGUAGE SKILLS PROGRAM—BOOK 1300

c	eoc sci ace cao

d	dlh bod htd mdq

e	cse aes eao neu

f	jlf tfh fkl hfi

THE MOTT
BASIC LANGUAGE SKILLS
PROGRAM

Series 300 A

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Adding ing
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Reading for Comprehension
Study of "Words to Learn"
Study of "New Words"
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Application for Employment, Checks, etc
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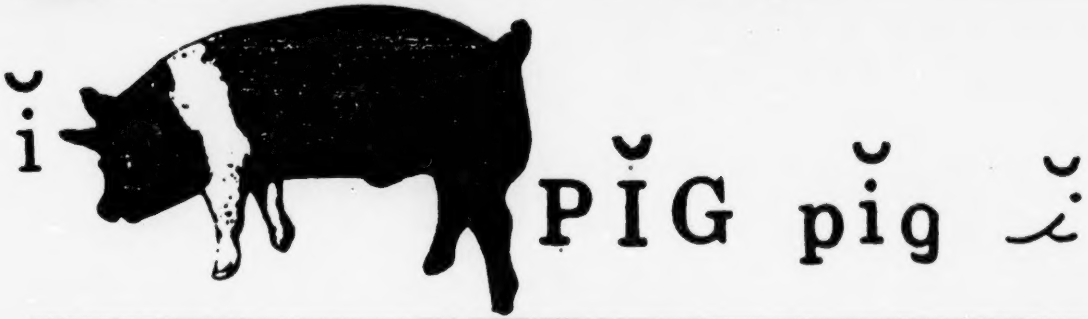
Note: Each unit is designed to cover four hours of classroom teaching.

THE MOTT
BASIC LANGUAGE SKILLS
PROGRAM

Series 300 A

LEARNING THE SHORT "I" SOUND



1	2	3	4	5	6
it	hill	him	in	rid	zip
sit	fill	rim	sin	hid	tip
lit	will	dim	tin	bid	dip
pit	Jill	Jim	win	kid	hip
wit	Bill		bin	lid	lip
fit	kill	big	pin	mid	
bit	pill	pig		did	if
hit	mill	jig	bib		
kit		dig		six	miss
			is	mix	
			his	fix	its

1. Bill, fill the pan.
2. Kim fed the cat.
3. Nan will tip the man.
4. Ann had a red wig.
5. On the hill is a mill.
6. Bill will miss the lad.
7. Let Nan get the ham.
8. The tin can hit the fan.
9. Put on the lid.
10. Lil put the hen in a pen.
11. The lid is wet.
12. On the hill is a kid.
13. Min will miss the wig.
14. Can Ken pin the bag tab?
15. Ken will yell if he can.
16. The tip of the hat is red.
17. Kit is a wit.
18. Ann, zip the bag.

[redacted]

19. Sid had a tin pan.
20. Vic met Jim at the red mill.
21. Put he fan on the sill.
22. Min set a pin on the sill.
23. Dan had a bad hip.
24. He bit his lip.

THE MOTT
BASIC LANGUAGE SKILLS
PROGRAM

Series 300 B

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THE MOTT
BASIC LANGUAGE
SKILLS PROGRAM

semi-programed series

book 1301

1.

1. t
2. c
3. b

1.

2.

3.

2.

1. s
2. s
3. b

1.

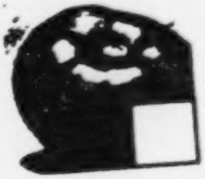
2.

3.

3.

1. c
2. t
3. p

1.


2.

3.

4.

1. m
2. f
3. h

1.

2.

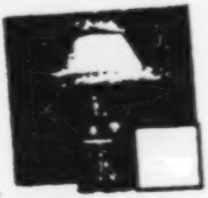
3.

5.

1. d
2. r
3. l

1.

2.


3.

6.

1. g
2. w
3. n

1.

2.

3.

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SKILLS PROGRAM

semi-programed series

book 1301

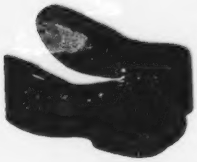
r as in

ring

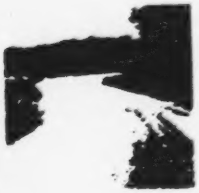
1

ring

rug



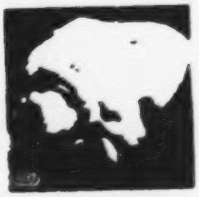
rubbers



road

radio

2



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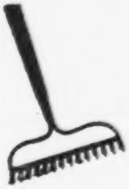

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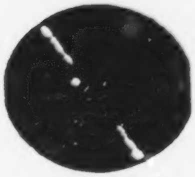

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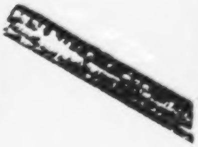

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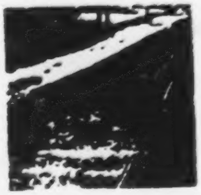

___

3 1. ___ 2. ___ 3. ___ 4. ___ 5. ___

4 1. ___ 2. ___ 3. ___ 4. ___ 5. ___

5 1. ___ 2. ___ 3. ___ 4. ___ 5. ___

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BASIC LANGUAGE
SKILLS PROGRAM

semi-programed series

book 1302

1.

Fill the blank with the letter which makes the right word:

zip

Can Ann ____ip the bag? (b z)

2.

fill

Will Pam ____ill the pan? (f m)

3.

kill

A cat will ____ill a rat. (p k)

4.

dig

Ned had to ____ig. (d b)

5.

pig

Dan has a ____ig in a pen. (p j)

6.

lid

The pan had a ____id. (m l)

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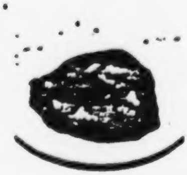
SKILLS PROGRAM

semi-programed series

book 1302

1.

Circle the word that names the picture:



ram dam ham

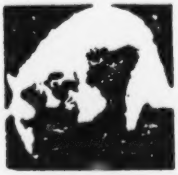
ham

2.

ran can van

can

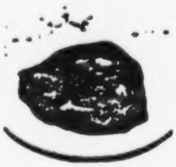
3.



rit rat rot

rat

4.



ham him hem

ham

MICHIGAN TRACKING PROGRAM

SYMBOL TRACKING

A Self-instruction Workbook
for
Visual Discrimination
and
Symbol Memory

Editor: Donald E. P. Smith
Programmer: Judith M. Smith

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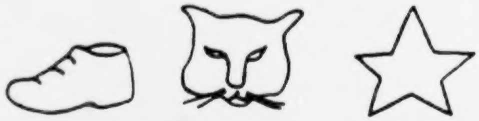

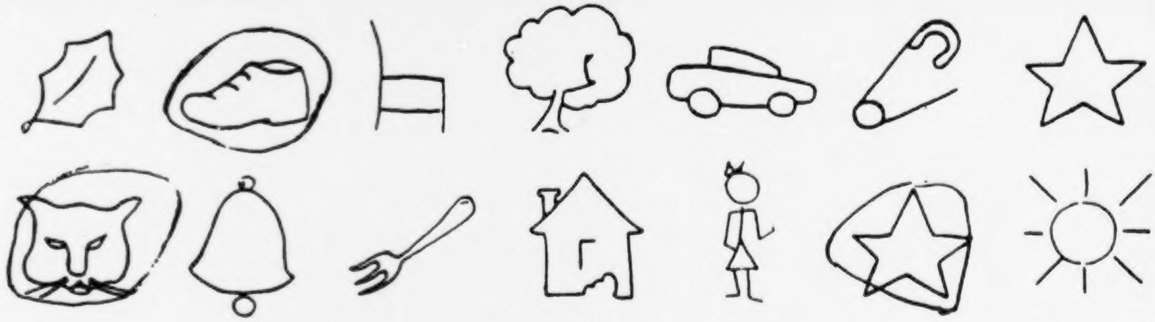

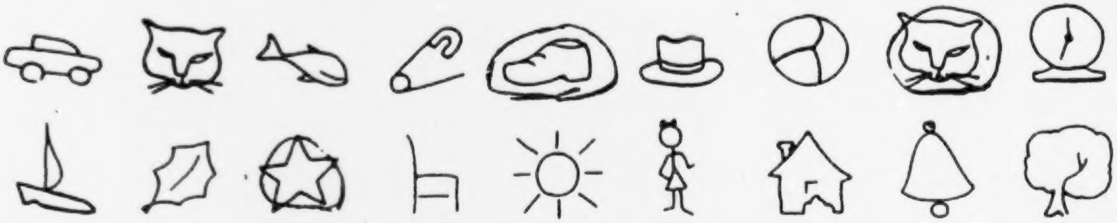

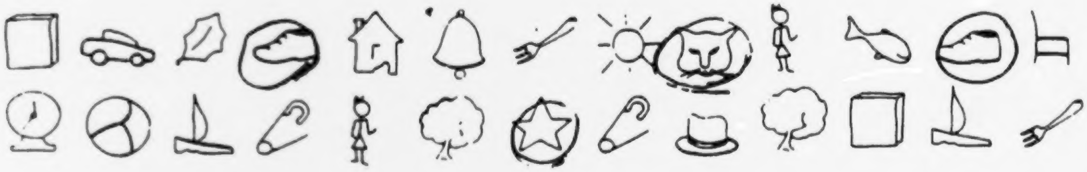

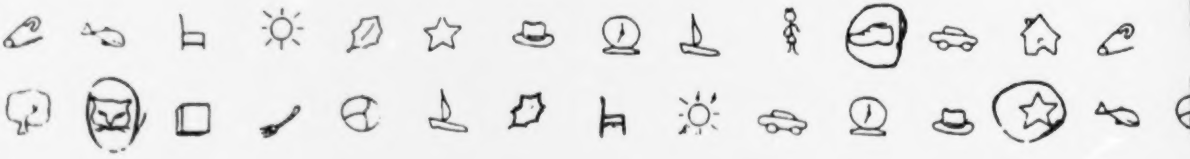

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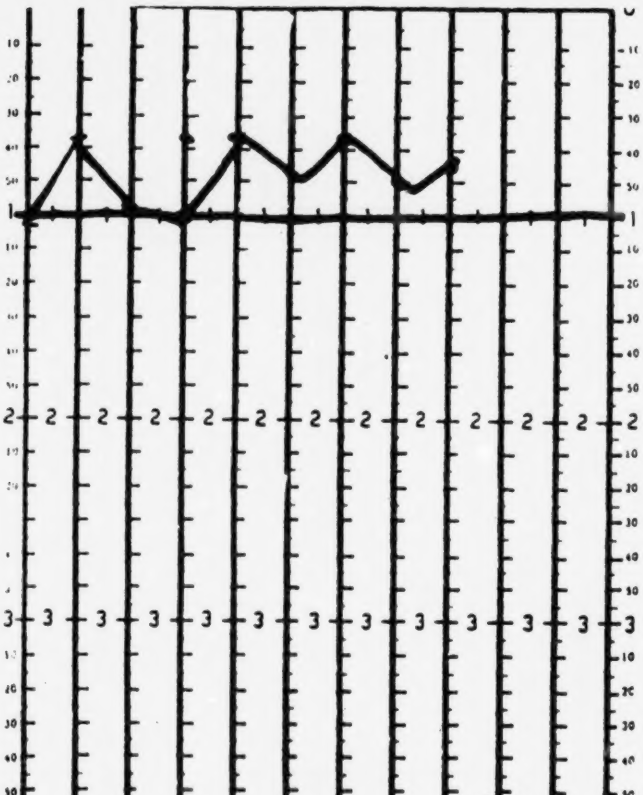
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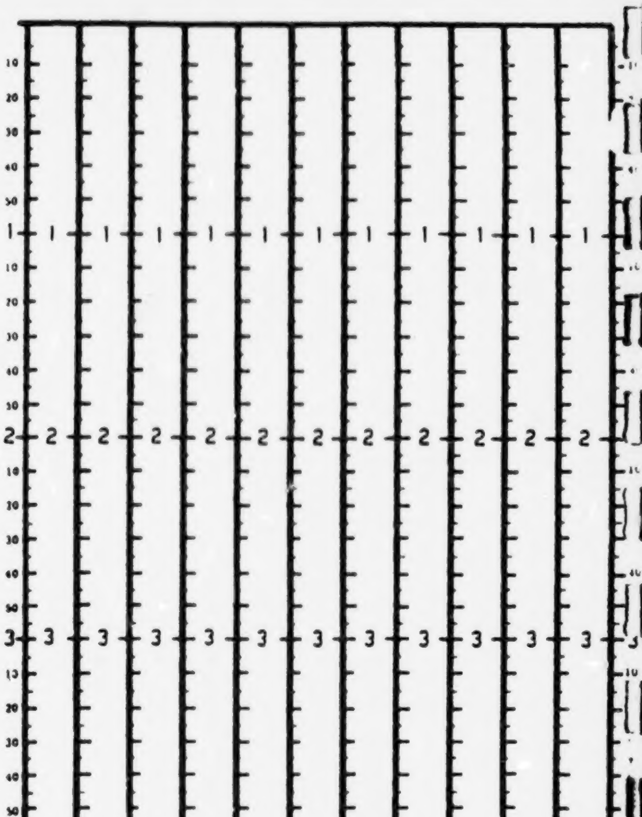
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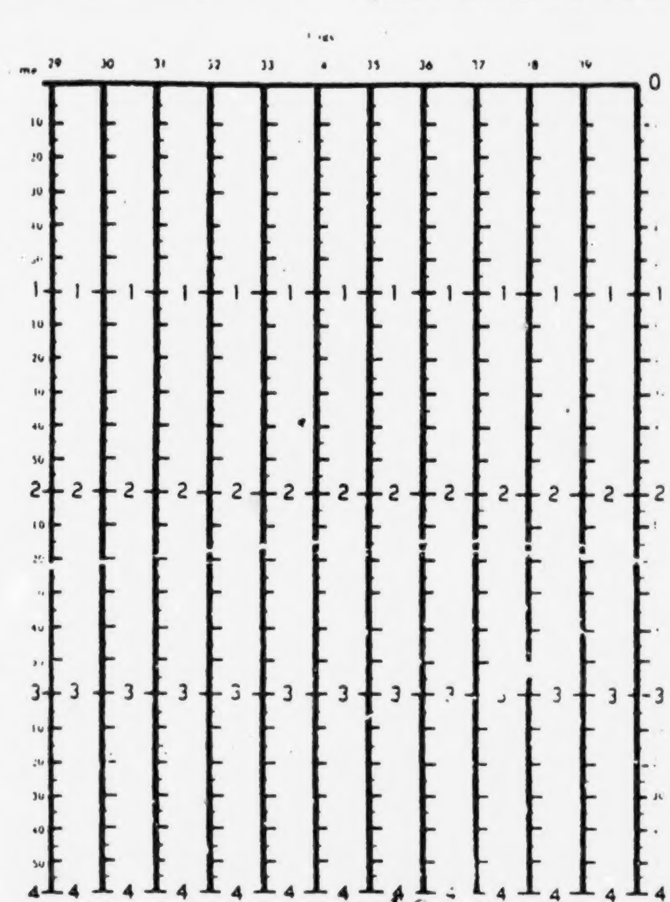
29
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4

MICHIGAN TRACKING PROGRAM

PRIMARY TRACKING

A Self-instruction Workbook
for
Visual Discrimination
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Perceptual Skills in Reading

R. Robert Geake

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a b c d e f g h i j k l m n o p q r s t u v w x y z

Stris od avo hepd. Ibrt therc ruw eld phus remt. Plurm wox owif rilk ty rok glamp. Oshil proin bly curw mujur. Skad bev awrod luma cly cruwe senkel awof swin eb. Thurt yno zabb spig ahe ra ques fral riz leddy. Esmab craf ha mon ewt. Blig ack nulf beck ain velpy a wrill dex berrl din yag bi dorez.

_____Min. _____Sec.

Loten gru attow ebit scuty linfe triw uld. Sevop nurf ploz ux. Wuy gorn phut bryo ani lort nam uj malo. Yo vu arn offup kev sald. Ta dobbem gre fab fu beot nee sord wittuy wer acr beap. Drequa ba yrt laff celas. Ghe tab bax ewon louby. Cidev bof fe halwy pen og trem. Di axem skad yoll bern polzide.

_____Min. _____Sec.

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LEARNING PROGRAMS ENGINEERED TO BEHAVIORAL SPECIFICATIONS
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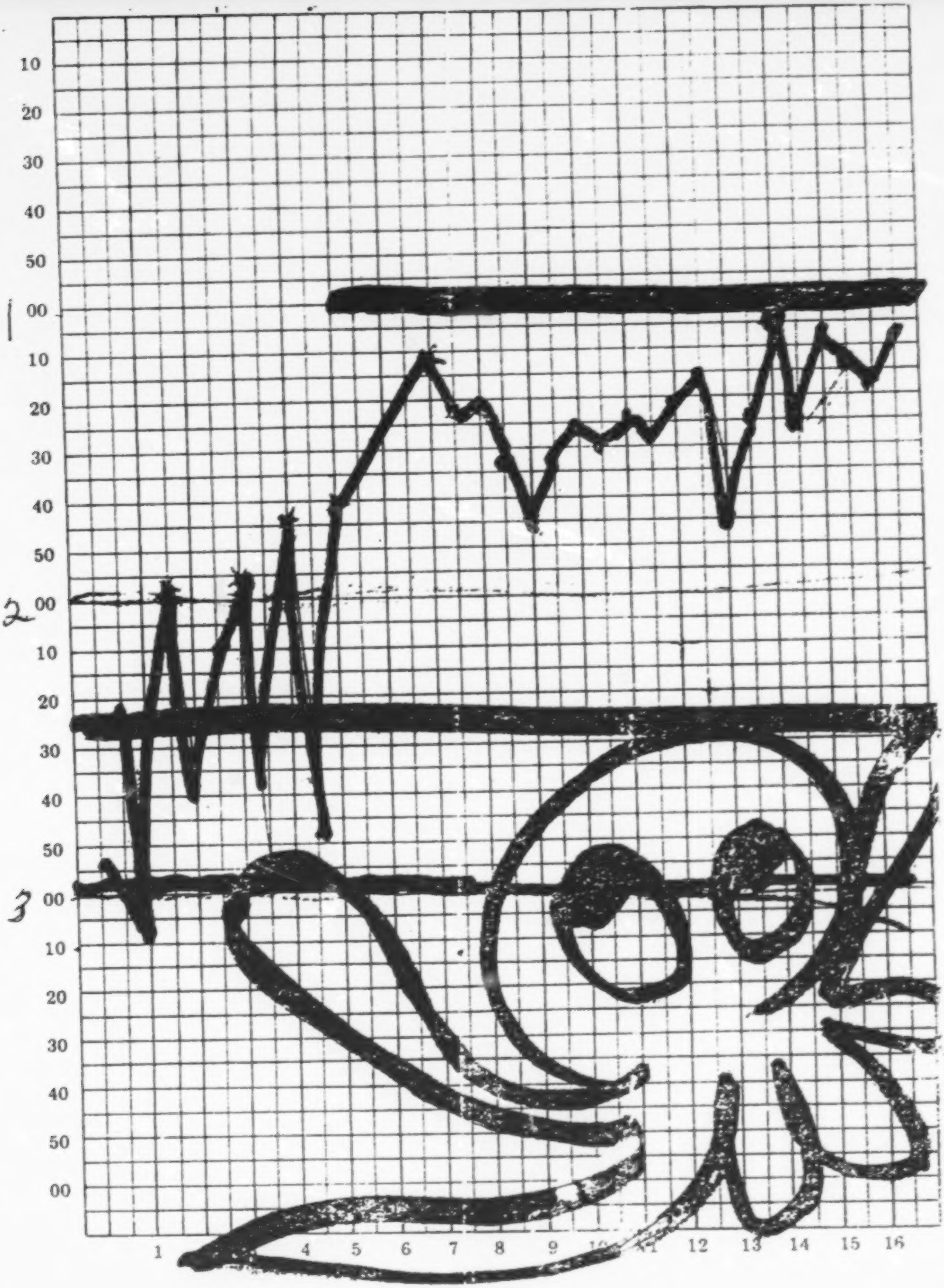
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VISUAL AURAL DISCRIMINATION SERIES

VISUAL AURAL DISCRIMINATIONS

I

A Self-Instructional Workbook
for
Initial Two-Letter Blends
and
Word Elements

Use this special Chem Rite® pen
(Refillable)

Programmer:
Elizabeth Mary Henzl, Ed.D.

Note: All books are printed on a specially coated paper. You may use a regular pen or pencil with these books. Or, you may wish to use the Chem-Rite pen with them which makes marks that will fade and disappear in time so that the book can be used again.

LEARNING PROGRAMS ENGINEERED TO BEHAVIORAL SPECIFICATIONS

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Draw a line through the "bl" beginning words.

~~bl~~ot	plot	glue	~~bl~~ue	flow	plum
glum	blow	blew	flew	glut	blob
glad	bled	flow	blip	flea	blur

flare	blare	blaze	graze	phase	bloom
plain	blink	plink	blank	plank	plaid
blown	blunt	flown	gleam	bluff	blast

blotter	blacktop	plotting	blushing	floating
gloating	bloated	blinking	flaming	bluing
blocking	blacken	flying	planning	blooming

Draw a line through "bl" within the words.

ta~~bl~~e	simple	no~~bl~~e	fa~~bl~~e	comply	a~~bl~~oom
emblem	ably	reply	trouble	bubble	supple
imply	nibble	rabble	wrestle	ablaze	abreast

capably	sensibly	supply	possible	probable
capability	reasonably	complicate	improbable	
comfortable	multiple	responsible	knowledgeable	

min. _____ sec. _____

Level I

Cues and Comprehension

Designed to assist in development of skills in
using visual and context cues for increased
READING COMPREHENSION
HOLDING IN MIND
GENERATING RESPONSE LANGUAGE

Use this special Chem Rite® pen
(Refillable)

by

Kitty Wehrli

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Look at model sentence. Circle words in exact order to make same sentence. Work fast.

1. **We will walk.**

Walk We Want
will walk we
will we walk

2. **Why will we walk?**

Will Why Walk We
will walk we why
why walk we will
we walk why will

3. **I want to walk.**

You to I won't it
won't will want walk
do to want home
walk will want talk

4. **We will go walking today.**

You They Go We Today
they will we walking will
do to going gone go
walking talking singing today

5. **We will go walking and talking today.**

Me We to go and talking walking
till mill fill go will milling
so to going walk and do go
walking talking falling today wish
sand band and would where
tall wheel whip talking tomorrow
talking which what today talking

Fill in:

Min. _____ Sec. _____

I want to __________.

_______ do you want to walk?

_____ __________ walk.

We will go ______________ and ______________ .

BOOK A

Reading Readiness

M.W. Sullivan

A BEHAVIORAL RESEARCH LABORATORIES PROGRAMMED TEXT

1\.
a

2\.
a

3\.
n

4\.
n

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$\text{a}\underline{\text{n}}$

6\.
$\underline{\text{a}}\text{n}$

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pⓐn

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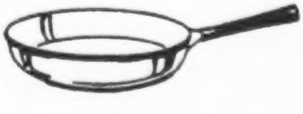
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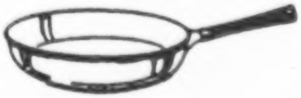
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10\.
an
pan

Parent Correspondence

Dear Parent:

Your child ______________________________ was selected by his teacher and principal as one who qualified to receive special assistance in Clarkston's reading development program. This program has been developed w federal funds to enable the Clarkston Schools to be of greater services to their children.

The teachers who will be working with your child to help him or her build greater reading skills have received spec training in this area. It is hoped that by strengthening the special skills of reading and comprehension that your ch will find that other classes will become easier to cope with and school will be a place where he can enjoy success. You m hear your child talking about his "special" reading teacher, and the things that happen in her classes. We hope that you w feel free to contact her or the school, so you too can see what is happening to help your child.

Sometime during the year you may receive an invitation to join with other parents whose children have been chosen for tl program to meet all those involved in creating this program, and help us answer your questions about your child's progre

Sincerely,

__________, Teacher

Dear Parent:

You are cordially invited to attend a "coffee" at ______________ school, ______________ at __________ This will be for all parents with children in the reading program. At this time your child's reading teacher will explain th program and demonstrate the special materials being used. This will be followed by a discussion which we want you to fe free to participate in. Your child's teacher is always eager to know your child better and will answer any questions yo might have about the program.

It would be helpful to know if you will be attending, therefore, your child's reading teacher will be contacting you by phon

Sincerely,

Date ______________________

Dear ______________________

It is extremely beneficial to a child to see parental interest in his/her school work. In view of this, I would like to invite y to visit __________________________ in his/her Title I reading classroom. This visit will enable you to have a bett understanding of the learning environment in which your child participates twice weekly. Your child's sessions are

______________ o'clock on ____________________ and at ______________ o'clock on __________

We shall be following the usual routine during the session, therefore, there will be no time for a discussion of your chil progress. However, I am willing to schedule a time to meet with you if you would like to have a conference.

Sincerely,

Dear Parents,

The question, "How can I help my child at home with his reading?" is often asked. I am going to give a few suggestions which are most effective

1. Ask to see your child's work often. Each student keeps his books in a folder in his reading class room. The students are taught how to chart and evaluate their progress. Books may go home anytime as long as they are returned to school. It is your child's responsibility to see that he brings his books back. The exception to this is of course when a book has been completed, this each child may keep.

I sometimes refuse to let a book go home only because a student has not previously returned a book.

2. Ask your child to read to you occasionally. Quiz them on comprehension to help them better understand what they have read. I realize that time does not always allow for this but even a suggestion given to your child is helpful.

3. Praise your child for any improvement or effort.

4. Please feel free to write me a note anytime if you are puzzled about something or if something has happened to your child which might affect his learning, a prolonged sickness, a family tragedy, etc.

5. I'll be sure tokeep you informed throughout this school year. I will call or send a note home if I feel a conference is necessary. If I haven't called you or you would like to see me, please call the office leave a message or send a note to school with your child. Please give me at least a days notice. I am here every day by __________________ and I would be most happy to conference with you between ______________ and ______________. I count on this time for my daily planning or occasionally I must attend a meeting. If I know you are coming in advance I can make arrangements. If you can only come at noon I again need notice so I can make arrangements.

I am looking forward to an enjoyable year.

Sincerely,

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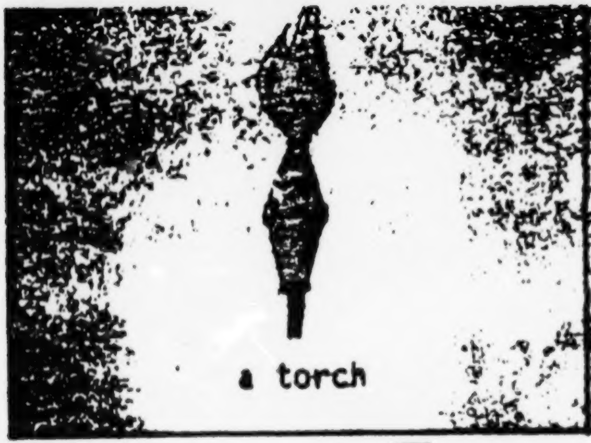
SERIES II

READING

M.W. Sullivan

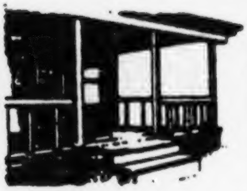
BOOK NUMBER 5

A BEHAVIORAL RESEARCH LABORATORIES PROGRAMMED TEXT

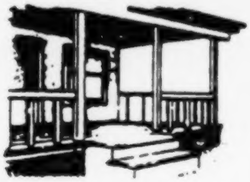


a torch

a porch



a torch



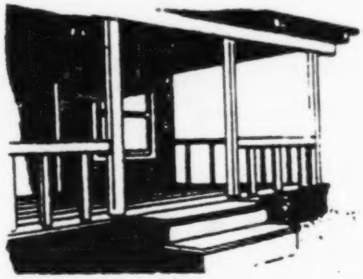
a porch

a torch

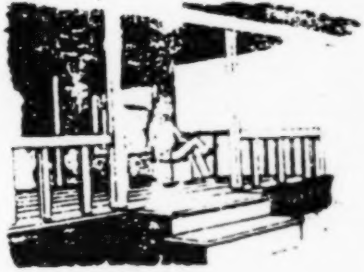
a porch

a porch

porch



Is this a torch or a porch? __ ______



Al sits and rocks on his p__rch

torch

porch

This man has a t__rch in his hand

a torch on a por__ __

Evaluation Design

CHECKLIST FOR CLASSROOM VISITATION

Novelty Approach

Focused Learning -- What, why, how

Reinforcement:
  Intrinsic
  Extrinsic
  Immediate
  Delayed

Verbal Interaction

Flow

Goal Orientation

Short Term

Long Term

Individualization

Dependent Tasks

Independent Tasks

Completion of 5 Main Tasks

Sight Word Development

Comprehensive Task

Charting/Graphing

Completition with own Record

Classroom Arrangement

Instructional Level Teaching

Student Folders

Task Sheet

(Task Adjustment Taking student
needs into account.)

Good Student Attitude

COMMENTS:

EVALUATION RESULTS - YEAR __________

TEACHERS NAME ____________________________ GRADE ______________

SCHOOL ___________________________________

OBJ.#1 __________ % of students attaining a gain of one (1) month for each month in the program as measured by the ______________ Test based on a ____________ month program.

OBJ.#2 __________ % of students attaining a gain of one (1) month for each month in the program as measured by the ______________ Test based on a ____________ month program.

STUDENT							NUMBER OF SESSIONS
	Pre	Post	Gain	Pre	Post	Gain	
TOTAL							
PRE TEST AVERAGE							
POST TEST AVERAGE							

FOR ON-SITE TEACHERS

The major role of on-site teachers is that of developer and field researcher. On-site teachers provide input and feedback about the program, their students, and themselves at every step of implementing the innovation. On-site teachers should:

Understand the characteristics of the proposed innovation

Communicate questions and concerns to the appropriate people

Describe preferences and attitudes toward the proposed innovation in an open, direct, and honest manner.

Make known then ideas on how to develop and strengthen the communication process and on how to smoothly install the innovation.

Visit teachers in schools using the innovation to learn what new roles are required.

Use administrators, developers, specialists, and consultants as resources in meeting needs resulting from the innovation.

Be available for feedback and brainstorming sessions.

After the innovation is installed meet periodically with other teachers in the school to openly discuss role problems and strategies for solutions.

Give the new program a fair chance of full success by teaching it on a regular basis as intended by the developers.

Follow the developers' suggested sequence of instructional lessons for at least the first year of installation.

Have patience with students while they learn their new roles and adjust to expectations associated with the innovations.